

CURRICULUM JOURNAL

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News Paragraphs

Curriculum Development in a Children's School. The Children's School of the National College of Education, Evanston, Illinois, has no fixed curriculum, no system of competitive grading, no specific requirements for promotion. The teachers and the children together select the activities and experiences which form the curriculum. In helping the children in the selection of activities, the teacher has the following guides: (1) Very full individual records of the children's interests, purposes, capacities, experiences, and attainments, accumulated from year to year by teachers and specialists on the staff. (2) Group records of enterprises and undertakings in which these children have engaged in earlier years; and group records of projects which have proved valuable for other groups at this level. (3) A list of general aims and source materials formulated by the staff with both child and community in mind. (4) A detailed study of community resources in the Chicago area prepared by the staff.

There is continual evaluation of their own enterprises and projects by the children and teachers. There is also continual evaluation of curriculum progress by the staff, meeting weekly either in a group or in committees. A survey of individual and group records in use during the past ten years shows the following changes: (1) At all levels the quality of individual records has changed. There is a tendency for records of individual

children to be more constructive. There is less concern regarding the attainment of certain standards at certain levels; more attention to the growth of personality and to the development of desirable attitudes. (2) In all grades less attention is devoted to remote events and places; more attention to problems bearing on the improvement of living in school, home, and community. (The next volume of printed records is to be entitled *Healthful Living in a Children's School.*) (3) In grades four to eight, less consideration is given to ancient and medieval history and to early days in American history; more attention to contemporary affairs and current problems. (4) There has been increasing study of the readiness of the child for certain learnings, both from the standpoint of interest and understandings, and also from the standpoint of skills. There is a tendency to "push up" subject matter, bringing it continually closer to the child's everyday experiences and present capacities.

Curriculum Development in Santa Monica. Santa Monica's present activity in the curriculum field is largely concerned with the development of a system of checks. Having moved ahead rather rapidly in the acceptance of the unit of work program, the teachers wish to assure themselves: (1) that no teacher has adopted this approach as the result of any feeling of supervisory pressure; (2) in moving to the new, the teachers are endeavoring to make certain that they have not discarded some time-tried values. It is believed

that it is possible to develop more recently recognized fundamentals such as social adjustment, independent study habits, etc., without sacrificing proficiency in the three R's. Grades A3 and A5 have been established as control levels for reading. By this is meant not that all students shall attain a given minimum, but rather that individual needs and difficulties will be especially studied at these levels and diagnostic and remedial help provided. Similar control levels and checks are planned for penmanship and spelling and arithmetic. This year a group of teachers and administrators from all levels are participating in an intensive study of child growth and development. It is hoped that through first-hand knowledge of children, and how they grow and develop, teachers may become more aware of the kinds of learning experiences which would be included in the curriculum. Education for National Defense might be listed as the third major objective. This is much broader than our vocational classes training people for the aircraft and allied industries. It also includes a renewed emphasis from the primary grades through the junior college on an understanding and appreciation of American democratic thought.

Long Range Training Program. A long-term training program, which most communities have neglected during the depression, is more to the point now—in the light of the whole defense efforts and also of future peacetime needs.

Williamsport is a city of 45,000 inhabitants with diversified industries. Under the stimulation of foresighted community leaders, an adult school

was established in 1931 as a public vocational school in the city school system. Its success is attributed to united efforts of twelve local and federal agencies, with employers and labor organizations lending wholehearted cooperation. Half of its budget comes from the federal government, while the state of Pennsylvania has supplied assistance in funds and placement facilities. With the material, housing, and instruction service supplied by the public school system, the total cost of training and placement per client does not exceed \$100.

The school offers, tuition free, twenty-five different courses, mainly in metal trades, with a faculty of sixty teachers who are experts in some line of industry or business. The student body numbers 3,500, and as a result of training received here, 4,000 men and women have already been re-employed by private industry. The program of the school follows four steps: (1) study and diagnosis of the clients; (2) training or retraining; (3) placement; (4) follow-up, or clinching the first job.

The necessity of training was emphasized in this city by a survey revealing that of unemployed persons on relief at least seventy per cent were unskilled and that, among these, eighty-five per cent possess sufficient background, ability, and education to be trained. The school urged graduates to continue training after jobs were secured, but most of the relief clients failed to do so, and many had to return for more training to secure another job.

In June, 1940, under an emergency training commission, facilities of the adult school were utilized during the

summer months, and with the re-opening of the adult school in September, the defense program replaced the regular training in some courses. The defense training program calls for forty hours a week per student, and three shifts of eight hours each. This intensive program includes machine-tool operation, aviation mechanics, drafting, pattern making, blueprint reading, electric welding, and aircraft welding.

(Reprinted from *Community Employment Problems Under Defense*, a memorandum prepared by the Council for Democracy, 285 Madison Avenue, New York City, which is available at ten cents a copy.)

Curriculum Development in San Francisco. In the San Francisco public school system approximately seventy-five teacher committees from the junior and senior high schools are now at work on the appraisal of the courses of their respective fields and on the revision of courses in terms of basic curriculum principles. As the first step toward curriculum revision, the curriculum principles were formulated to serve as a guide in developing a balanced program that will give due attention to basic skills and knowledge and to the correlating of background materials with current developments and live problems of the present day. Emphasis is also placed on the need for cooperation between the different subject fields, on the need for flexibility in the curriculum in order that it may be adapted to the different pupil abilities and needs, and on the importance of the development of the pupil himself as an individual and as a member of our democratic society. After the curriculum prin-

ciples had been stated, the teachers of the different fields analyzed the work of their respective fields as a whole, in terms of these principles, before proceeding to the present work of revision of specific courses.

Cooperative Curriculum Building in Newton Public Schools. Curriculum building in the Newton Schools (Newtonville, Massachusetts) for the past six years has been a cooperative project of staff members from all levels and all areas of the school program. Administrators, teachers, supervisors, heads of departments, members of the guidance department, child specialists, and specialists in subject matter fields have participated. The staff is at the present time under the sponsorship of a Teachers' Council engaged in making plans for an intensive study of the development of children from pre-school through the high school years. This study will include four phases: (1) How can we better meet the real needs of boys and girls? (2) What is the teacher's responsibility to a child beyond subject matter achievement? (3) A study of the pressure upon pupils' time. (4) Revision of the high school academic curricula.

Two of the junior high schools have appointed representatives to the committee on revision of the academic curricula and it is expected that three elementary teachers will be added. This committee will consider the problem of building a terminal program for those pupils who do not intend to go to college. This committee has accepted the point of view that young people should be provided with experiences in those areas of living which will equip them to meet their needs in society. These areas include: health

(physical and mental), personal and social problems, vocational information, homemaking, recreation, and community living. The experiences in these basic areas will develop into a core curriculum.

Curriculum Reconstruction, District One, Pueblo, Colorado. For several years committees of teachers, supervisors, and principals under the general direction of the superintendent have been busy studying and revising the curriculum. Most curriculum material is prepared in mimeographed form and subject to constant change when committees deem it advisable. Units have been worked out in social science for elementary grades (1-3) by several committees. For the intermediate grades, units have been developed under the general theme: "Getting Acquainted with the World." Separate units have been developed in transportation and communication, printing, lumbering and forestry, agriculture, fishing, minerals and mining, large cities and manufacturing, recreational areas, historical sites, etc. A committee is making a preliminary survey of the social science curriculum needs for junior high school preliminary to a complete revision of junior high school curricula. Department groups in senior high school are also busy on various phases of curriculum reconstruction.

Rockford, Illinois, Teachers Undertake Curriculum Revision. The elementary teachers and principals of the Rockford, Illinois, Public Schools met in October and decided to undertake a revision of the curriculum. Representatives of each of the schools met

with the superintendent and organized themselves into two committees: (1) A Supervisory Committee consisting of one teacher from each of the elementary schools. Superintendent Selmer H. Berg is chairman of this committee. In this way direct contact is established with each building on general matters that may arise in connection with the proposed study. (2) A General Committee on Curriculum, consisting of one elementary school principal, six classroom teachers, and five parents. The Supervisor of Instruction in the Elementary Grades, Maud E. Johnson, is chairman of this committee, which has the responsibility of planning the study, of organizing various committees to carry out the plans, and, finally, of editing any publications that may be produced.

Cicero Emphasizes Evaluation. In the field of curriculum improvement, the Cicero Public Schools are especially active this year in planning and carrying through a more helpful program of evaluation. Study centers are being established in grades four to eight, and teachers are endeavoring to improve methods of evaluating the quality of the curriculum and methods of instruction. The procedure for working includes the following steps: (1) Setting up the goals for a particular area of instruction. These goals are concerned with understandings and personal qualities which have general values and extend beyond the specific limits of a subject field. They are set up on the reports to parents and are accepted by teachers as values which give continuity and direction to learning experiences. (2) Recording teaching devices used as a means

of attaining goals. (3) Analyzing the goals in terms of specific observable kinds of behavior. (4) Devising ways of testing for and recording evidences of such behavior, including ways in which children may help.

Recent Developments in Corpus Christi, Texas. Spanish as a compulsory subject is now taught in Corpus Christi in the elementary grades, two through six. It is already a popular elective subject in the junior and senior high school. This study, chiefly conversational and idiomatic, will aid in relationships between the Latin and Anglo-American populations. An in-service teacher-training program is being carried on among the teachers themselves, with speakers from the University of Texas every two weeks. Testings of teachers' objectives and mid-term examinations are now being taken as a basis for curriculum revision for next year.

School Administrators' Conference at Peabody College. Educational Leadership in the Present Emergency will be the theme of the twelfth annual school administrators' conference which will be held at Peabody College, on Thursday, Friday, and Saturday, June 19, 20, and 21. Five forum sessions will be devoted to a discussion of the following problems: indications in the present emergency of a parallel system of schools provided by the federal government; vocational and technical education in the present emergency; maintaining adequate and efficient educational personnel in the present emergency; financing schools in the present

emergency; after the emergency—what? Further information may be secured by writing to Dennis H. Cooke or Ray L. Hamon, Peabody College, Nashville, Tennessee.

New Handbook of the Girl Scouts. During the past three years, the Girl Scouts have been engaged in a revision of their program which has completely modified the rigid system of ranks and badges. The handbook has been re-organized around ten program fields of arts and crafts, homemaking, community life, health and safety, international friendship, literature and dramatics, music and dancing, nature, the out-of-doors, and sports and games. The beginning Scout engages in some one activity in each of these fields and is then free to specialize in those areas which most appeal to her. Wide choices of activities are allowed and most of them are planned to be performed by groups. The new Scout program was the result of careful investigation of the needs and interests of girls by the Program Division of the Girl Scouts assisted by sociologists, curriculum advisers, and lay workers. The program areas approximate those which are being used as the basis for some of the core curriculums based on an analysis of modern social problems.

Junior High School Curriculum Workshop. During the first term (June 23 to July 23) of the summer quarter, a junior high school curriculum workshop will be conducted at Western Washington College of Education, Bellingham. This workshop will be for experienced teachers who have had at least three years' college

work. Each student will bring a specific interest or problem which has arisen out of his experience as a teacher and upon which he will have an opportunity to concentrate. The student will also participate with the staff in planning activities to meet general group needs. Staff members will provide guidance in curriculum making in the fields of language arts, social studies, industrial arts, mathematics, science, music and fine arts, as well as in visual aids, evaluation, guidance, hobby clubs, and school newspapers. The workshop will be under the direction of Paul R. Grim.

Conference on Consumer Education. "Consumer Education for Life Problems" will be the theme of the Third National Conference on Consumer Education to be held at Stephens College, Columbia, Missouri, on April 7, 8, and 9. The topics of the general

meetings include: "Adapting Consumer Education to Specific Needs"; "Criteria for Evaluating Consumer Education Materials"; "The Place of Consumer Education in National Defense"; "Consumer Education and Protection by Federal Agencies"; and "Consumer Education — A National Responsibility."

In addition to the general meetings, round tables for about twenty groups will be held at two sessions. Some of the participants are: Edgar Dale, Bureau of Educational Research, Ohio State University; Harriet Elliott, Chairman of the Consumer Division, Advisory Commission to the Council of National Defense; Leland J. Gordon, Denison University, Granville, Ohio; Pauline Beery Mack, Ellen H. Richards Institute, State College, Pennsylvania; Ray G. Price, University of Cincinnati; and Colston E. Warne, Professor of Economics, Amherst College, Amherst, Massachusetts.



WHAT MAKES A CURRICULUM PROGRAM SUCCESSFUL?

By GALEN SAYLOR

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WHAT FACTORS facilitate participation by local school systems in state cooperative programs of curriculum development? Obviously, this is a question of much import to state curriculum directors, curriculum consultants, and curriculum students generally, since most of the promising state curriculum programs of recent years have been of the cooperative, voluntary type. The answer will reveal the conditions under which such programs as now organized will be most successful and also provide a basis for revising plans and procedures for carrying forward state programs in the future.

In a study recently completed by the writer,¹ an extensive investigation was made of the characteristic likenesses and differences which existed between a group of eleven county school systems comprised of those systems which had participated most extensively in the Virginia state curriculum program during the period from its inception in 1931 to 1939 and a group of eleven counties comprised of those systems which had been the least active in the program of all of the even 100 county school systems in the state during a similar period. As is generally known, participation by local school systems in the Virginia state curriculum program has been entirely voluntary. While quite naturally, state department staff members have made every effort to encourage and secure participation by local

school systems, there has been no compulsion to do so. The decision as to whether the local system would participate or not and the extent of such efforts if the school system did cooperate was solely in the hands of the local school staff. In this respect, Virginia has set the example for most of the state programs of recent years.

By studying likenesses and differences of these two groups of school systems—the most-participating group and the least-participating group—in some forty different items, the study sought to isolate those factors which are associated with extensive participation in such voluntary developmental programs. While no casual relationship is claimed—either that the presence of certain conditions was responsible for extensive participation on the part of any county or that such participation was responsible for the presence of any factor—it may be maintained that the major differences found do reveal conditions which facilitate extensive participation and conditions which militate against participation. In other words as Thorndike² puts it, significance is due to affiliation. What, then, were the major likenesses and differences of the two groups of counties?

1. *The most-participating counties as a group markedly exceeded the least-participating group in wealth.* This was true regardless of the measure of wealth used—locally taxable wealth per pupil enrolled in school, total per capita wealth, proportion of the pop-

¹Saylor, Galen. *Factors Associated with Participation in Cooperative Programs of Curriculum Development.* New York: Bureau of Publications, Teachers College, Columbia.

²Thorndike, E. L. *Your City.* New York: Harcourt Brace Co., 1939.

ulation paying state income tax, and average value of farms and of farm land per acre. In each of the nine years from 1930 to 1939, for example, the most-participating group had on the average at least fifty per cent more wealth subject to local taxation per pupil than had the least-participating group. In certain years it amounted to over seventy per cent more wealth per pupil. While this very important difference seems to be a basic factor, and one of great significance, it must be pointed out that three of the most-participating counties individually were relatively poor counties, each having less per pupil wealth than the average amount available in the least-participating counties as a group.

2. *The most-participating group of counties spent significantly more per pupil enrolled for instruction than did the least-participating group.* The data revealed that not a single county in the latter group expended as much per pupil in any year of the period as the mean expenditure for the most active group of counties, with the exception of one county in 1932-33. As is to be expected from this finding, the per pupil expenditures for library books and supplementary reference material, items greatly needed under the instructional plan developed in Virginia, were much greater in the most-participating group than in the least active group.

3. *With respect to effort, that is, locally raised current school funds per one thousand dollars of locally taxable wealth, the two groups of counties were very much alike.* But since state aid in Virginia is distributed on a teaching unit basis without regard to need, locally raised revenues, even

though raised in the same proportion with respect to ability as in the least-participating counties, plus state aid, enabled the most-participating counties as a group to maintain a higher level of educational program, at least as measured by per pupil expenditures, average teacher salary, and the like.

4. *The least-participating counties, by and large, were much more rural and provincial in character than the most-participating group.* And a number of the former group were more or less isolated, mountainous counties located in the Allegheny Mountain section of the state. Such geographic isolation seems to be a deterring factor to participation, yet mere location in the more favorably situated sections of the state does not, of course, assure participation.

5. *The least-participating counties as a group had a significantly larger percentage of small one- and two-teacher elementary schools and had the most-participating group.* Doubtless it is more difficult to carry forward an active program of curriculum improvement in a county which has a large percentage of small rural schools.

6. *One of the most important factors associated with participation was the provision of supervision service.* Each of the eleven most-participating counties provided supervisory service at the time of the study and had, in fact, employed supervisors, with but two minor exceptions, throughout the eight years from the inception of the state curriculum program to the date of the study. On the other hand, not one of the least-participating counties had a supervisor in 1938-39, and only two of these counties had employed supervisors at all, and then only for

one year in one county and for two non-consecutive years in the other, at any time during the period. Provision of supervisory service appears to be a major factor in facilitating participation.

7. *Coupled with the provision of supervision was a marked difference in the development of programs for in-service growth and stimulation of teachers in service.* All of the most-participating counties had carried on during the period continuous and extensive programs of teacher development and stimulation through such means as discussion and study groups, individual and small-group conferences, professional reading, inter-school visitation, development of curriculum materials, establishment of professional libraries, extension courses, and the like. No such efforts were made to stimulate the professional growth of teachers in the group of counties which had been least active in the program. The evidence reveals an almost total lack of efforts on the part of the county administrative officials in these counties to carry forward organized in-service education.

8. *Superintendents of schools in most-participating counties received on the average much larger salaries than did those in the least-participating group.* The average salary was about fifty per cent greater for the former group than for the latter in spite of the fact that the average size of the school systems did not differ greatly for the two groups of counties.

9. *Teachers in the most-participating group of counties had had on the average more professional training than had had teachers in the least-participating group.* But interesting-

ly enough, no significant differences were found in the extent of summer school attendance. Also no reliable differences were found in the average age or average tenure.

10. *Teachers in the most-participating counties as a group reported much more extensive use of certain teaching methods and procedures which are usually considered more progressive and more in keeping with present-day theory than did teachers in the least-participating counties.* Teachers in the most-participating counties made a significantly higher mean score on a published scale which purports to measure agreement with a progressive educational point of view than did teachers in the least-participating counties. This indicated at least paper-and-pencil allegiance to a more forward-looking point of view on educational matters on the part of the first-mentioned group of teachers.

No important differences were found with respect to composition of the population (race, nativity, and age), illiteracy, employment and occupational status, stability of population, extent of home ownership, size of county, and density of population. No significant differences were found with respect to tenure, continuity of service, age, and professional training of superintendents. The average annual salary of teachers throughout the period was significantly higher in the most-participating counties than in the least active group of counties.

Reviewing the data of the study, it seems evident to the writer that the crucial factors in participation are: (1) leadership and (2) relatively high financial ability to support public education. And probably these

two factors are inextricable in providing a situation conducive to participation. Certainly a relatively adequate basis of financial support in itself will not assure aggressive participation, and likewise lack of such resources does not condemn a school system automatically to an inactive role. Enlightened, aggressive, vigorous, and forward-looking leadership in the administrative and supervisory offices, as is shown by the evidence, can overcome the handicap of inadequate financial resources. On the other hand, careful examination of the data for certain individual counties in the least-participating group shows that no plausible explanation for the lack of participation can be made on the basis of the evidence secured with respect to the more than forty factors studied; that is, these individual counties surpassed certain individual counties in the most-participating group on the measurable evidence. The explanation, in the opinion of the writer,

which has been formulated on the basis of interviews with school officials, visitation to the county, and subjective evidence gathered from other informed sources, lies in the lack of able leadership. And on the same basis all of the counties in the most-participating group were the beneficiaries of a high type of leadership—leadership which profited from and capitalized on whatever favorable conditions were present, if any, but leadership which constantly worked for the betterment of the learning opportunities of boys and girls regardless of the difficulties to be overcome. But by and large this type of leadership is found in the counties better able to employ superintendents, principals, and supervisors with vision and ability. And this leadership, being true leadership, then has the capacity to utilize whatever resources exist or may be made available to carry forward a program of curriculum improvement.



THE LIBRARY IN THE ELEMENTARY SCHOOL

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WITHIN THE LAST decade or so rapid strides have been made toward a reinterpretation of the function of the elementary school. The school curriculum takes its design from the nature of activities in living common to a particular group of people—children and their elders. This conception of the school curriculum as a flow of selected activities sheds a new light on the nature and function of the school library. The function of the library as a storehouse of preserved knowledge and an outlet for leisure time pursuits declines in importance. Rather, it is seen in a new and enlarged way—a dynamic source of aids, tools, materials, and guidance in activities of everyday living.

Pursuing further the means of the term "activities in living" there are implications for the scope of the school library. American boys and girls as they live with their elders are daily meeting problems, physical, social, economic, recreational and educational in nature. They are constantly and rapidly being educated by influences, by pressures, and by the mores of the social groups around them. The school library, as one powerful source of guidance in these activities of living, therefore, must include in its array of help materials of all sorts and in all areas. Providing materials dealing with today's happenings, problems, and interpretations becomes a vital part of the library's responsibility. *Today* implies that the accumulation of reading materials of all sorts will be constantly *in the process of building*. As living is

progression, library building is progression. This will mean that the library will be rich in pamphlets, clippings, illustrations, bulletins, magazines, newspapers, and all sorts of current publications. Provision will be made for an ever growing accumulation.

Emphasis on materials, books, and the like, pertinent to present-day living, does not exclude from the collection books of all times. These are needed as elaborate background material in understanding how things come to be. *Today* can be interpreted only in terms of *yesterday*—of early beginnings.

The elementary school curriculum, as that flow of everyday activities in living, brings into prominence the community environment as the laboratory for work—as the source of materials with which to think, to feel, to act, and to be. The community environment, then, dictates the nature of a large array of materials needed to guide activities in living. For example, the community in a coal area will amply provide for further explorations of this industry, for understanding and improving it. The library will provide for all sorts of leads from this background into social, economic, industrial reaches.

A second recent trend in elementary education is toward development of the individual, two phases of which have implications for the school library: 1. the responsibility of the elementary school in the development of all the powers of the individual; 2. the responsibility of the elementary

school in integrating the education of the child from all agencies—the home, the church, clubs, play groups, radio, and the like.

The elementary school in assuming the responsibility for developing all the powers of the child is at the same time taking responsibility for providing materials, equipment, and guidance in this pursuit. Interests, abilities, and needs of a group of individuals vary markedly. In one fourth grade group in Alabama the following were a few of the interests being followed by members of the group: stamp collecting, clay modeling, gardening, deep-sea fishing, by-products of cotton, poultry raising, and rock gardens. The general reading ability of the group ranged from that of second grade to eighth grade. The library was one main source of help for many of the related activities. The first problem in caring for this group was furnishing the needed materials; the second was suiting the materials to varying ability levels; and the third was providing the needed guidance in the use of the materials. The elementary school, then, in assuming the responsibility for the development of all the powers of all the children is outlining for the library a task of wide range in nature and difficulty of reading matter.

The second of these trends, namely the responsibility of the elementary school in integrating the education of the child from all institutions or agencies, indicates an enlarged area of service by the library. This service embraces the need for guidance, through library materials, in the work of such agencies as the home, the Sunday school, play groups, clubs, radio, and the like. The particular nature of the

activities of each of these agencies dictates the nature of materials needed for more efficient functioning of these as educational forces.

The library of tomorrow will have some such characteristics as these: 1. It will contain a growing collection of aids, materials, and information, as sources of guidance in the activities in living of the community group it serves—children, teachers, other workers, and parents. This collection will be constantly in the process of building. 2. It will take on the atmosphere of the laboratory-museum-workshop-recreational center for the school. Pictures, collections of all sorts, exhibits, demonstrations, current publications, will characterize its collection. 3. The materials of the library will be as wide in range as the activities in living, and will be rich in local materials. 4. The school library of tomorrow will provide richly for individual child growth through its array of material and guidance on the expanding interests or possibilities for developing interests, and will provide amply for the abilities and needs of the group using it. 5. The teacher of the elementary school of tomorrow will find the school library one powerful and rich source of help in providing for her own growth in her own way of living.

Formerly the librarian was the custodian of a storehouse of knowledge, the keeper of the keys. Today she is no longer fondling, dusting, preserving these prized accumulations of our social heritage. Rather, she is working with the classroom teacher in guiding the dynamic stream of living. She is assisting in making available the tools with which to work and live and guiding in their use.

In order to do this effectively certain tasks are hers. She studies the people of her community—children and adults—their interests or possibility for interests, their needs, their capacities and abilities, their powers and impulses, so that she can, through the library, provide more adequate guidance. She knows intimately the community — its resources, and its shortages—as the laboratory in which these people live. She studies books, magazines, materials of all sorts as sources of guidance. Cooperatively with the teachers, she selects materials appropriate to the people—children and adults—of the community. These materials are made available for use in the best way. Her responsibility is to train in effective use of the library collections. She constantly aims toward raising the quality of living through library guidance. She is continuously alert to sources of new materials and their use in the library.

Like the teacher, the librarian must herself be a person of growing interests, and increasing insight into the activities of living as they affect her. In addition to her education for successful living, she will need preparation in these areas:

1. *Child study and development*—an intimate understanding of children, their nature and needs, their interests and abilities; how they grow and develop; and what behavior may be expected of them at various levels of development. This study should not be confined to information gathered by the psychologist or the child specialist, but should include observation and study of actual children in their everyday environments.

2. *Sociology* — an explanation of peoples, their patterns of thinking,

how mores are built; of culture patterns—relation to educational differences; of recreational opportunities in relation to community needs and the like. Here again opportunity should be provided for studying an actual community as a laboratory for work.

3. *Philosophy of education* — the school librarian as one influential force in the education of a community needs close thinking and detailed work in the field of educational philosophy.

4. *Literature, past and present*. Opportunity for wide reading and the development that comes from this is essential for the guidance expected of the librarian. This explanation of the world of books should include picture books, children's books of all ages, the classics, current literature, and books in all fields — poetry, drama, music, science and invention, history, travel, biography, and the like.

5. *Technical preparation*. There are certain types of training essential to efficient library building and functioning. This preparation should include work in: classification and cataloging; references and bibliography; book selection; school library organization and administration; teaching the use of the library; and storytelling and book reviewing.

Thus far emphasis has been placed on the library and the librarian. There is another force which in the final analysis determines to a large degree the extent to which the library achieves its goal. That force is the classroom teacher. Rich, suitable materials may be available in the library; the librarian may desire to have them serve their purpose; but the child and the materials will not come together unless the teacher brings them together and, with the

librarian, guides in the children's use of these sources of help in living.

The teacher's task in relation to the library necessitates the following: first, the attitude that the library is an agency furnishing specific help in school living, and the habit of using it to this purpose; second, a knowledge of materials and sources of securing them; third, an understanding of how to use the library and to guide children in its use.

With the emphasis placed in this paper on the library as a source of materials to date, and as a laboratory-workshop, there is a never-ending task of collecting the sort of materials that cannot be purchased outright nor are found in books. This collection includes illustrations, objects, clippings, advertisements, articles, pamphlets, and the like. The teacher with her boys and girls should be responsible for much of this and should constantly be on the alert for such material. The professional education of the teacher should include the achievement of the following purposes:

1. A wide acquaintance with books and materials. Especially should she know books for boys and girls on the elementary level; how to tell stories; ways of introducing new books; and how to review books.

2. An understanding of how books are made available for more adequate

use. This may perhaps be given in a survey course including work on cataloging and classification, references and bibliography, book selection and library organization.

3. A knowledge of sources of aids through various agencies, as book review section of magazines, American Library Association publications, the Reader's Guide, other library publications, current magazine and newspaper clippings, advertisements, and the like.

4. The habit of using the library for information, explanation, and recreation.

The elementary school library is the main agency providing opportunities for seeking guidance in all activities in living. It will succeed to the end that it serves this purpose for parents, educational workers, teachers, and boys and girls. It becomes a means to an end—improving and enriching the quality of community living. Working in the library is itself an experience in living. As an experience it should be dynamic, interesting, attractive, and agreeable. Perhaps the most telling characteristic of "going to the library" should be its "leading on" quality. Developing this quality is the business of all—librarian, principal, teachers, parents, and boys and girls.



COUNTY CONDUCTS OWN SUMMER STUDY PROGRAM

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CURRICULUM DEVELOPMENT in Modoc County has been considered as being essentially a continuous process of teacher growth. Basic to the whole program is the belief that teachers, not unlike others, learn best when they have had a part in planning their program of work, when they have had real responsibility in determining their needs for professional improvement as well as a hand in the outlining of desirable steps to take in fulfilling those needs.

With these principles as guides, an in-service training program for the elementary and secondary teachers of Modoc County, California, has been in the process of development for the past year and a half. As a continuation of this philosophy the teachers of the county were approached during the winter of 1939 with a plan for a local workshop the next spring for the purpose of studying firsthand and intensively, under the direction of competent leaders, a number of their most pressing problems before preparing their plans for the following year.

With this approach, a unique in-service teacher development program was instituted in Northeastern California. Sixty people, comprising eighty per cent of the elementary and thirty per cent of the secondary teachers of the county, participated in the two-week programs from June 3 to 15, 1940.

Organization. Organized through the office of the county superintendent of schools, the administration of

the workshop was under a committee composed of the superintendent, school principals, teachers, librarian, curriculum consultant, and the director of curriculum. As no public fund was sufficient to finance the project adequately, it became necessary to use several sources, including the support of the local business people. In addition to this help, a nominal fee was charged each participant, which, together with funds from the county office, made a budget sufficient to provide the necessary staff and materials. The cooperation of the Board of Trustees of the Modoc Union High School in Alturas in providing the entire school plant and its equipment cut operating costs to a minimum, thus releasing a large percentage of the funds for other purposes.

Planning committee. The chief function of the committee in setting up the program of work was to determine the needs and interests of those who were to participate and then to plan as nearly as possible a program which would meet those needs. In order to get an unbiased expression from the county group, a rather lengthy questionnaire was prepared and sent to all those who had previously indicated their interest in the workshop. Teachers were given opportunity to list their interests in education in three broad areas: (1) *general interests*—meetings for discussion of basic principles and educational purposes, building units of work, field trips, work periods, a study of the natural resources of the region, individual conferences, special demon-

¹Mr. Drag was Director of Curriculum in Modoc County until July 1, 1940.

strations, group meetings on special interest subjects; (2) *special interests* — social problems, range and grazing problems, timber conservation, soil erosion, local industries, local flora and fauna, geology, sky study, use of visual materials, how to handle units in the classroom, discussion with local officials of community problems on health, leisure, safety, and government; and, (3) *laboratory experiences and field trips*—use of tools, soil experiments, building aquariums, terrariums, preserving specimens, caring for living things, identifying plants and animals.

After a careful tabulation of the unsigned replies the committee came to the general agreement that teachers were especially interested in having experiences which would help them to understand their environment—to know what was in it and how to use it—to prepare themselves for teaching in the fall term by using the materials around them. The program for the two-week period, a time allowance which was very short, had to be arranged to help the teachers get the information they wanted. It was agreed that such a program should: 1. Provide many science experiences related to an understanding of the phenomena in their own environments. 2. Provide, as individual need arose, opportunity to use science materials; to know how to set up simple experiments, to build equipment, to collect and preserve science information. 3. Provide ample opportunity to study nature firsthand, through excursions into the field. 4. Provide opportunity to build units in the various areas of individual interests. 5. Provide a limited number of general sessions for the discussion of

the bases upon which the modern curriculum is determined.

Staff. The next step was to engage, for the period, a group of leaders competent to meet these needs. Accordingly, educators and specialists were selected who could contribute directly to the type of program outlined above. Through the interest and cooperation of Chico State College, the regional teacher-training school normally serving the area, arrangements were made to allow two units of credit for those wishing it. Although only a small number requested credit, the recognition of this type of in-service growth by the state college was considered a forward move in bringing the teacher-training institution a step closer to field problems. Two members from the college participated in the workshop: Dr. Vesta Holt, Head of the Department of Biological Science, directed the work in science for the entire period, while Mr. C. K. Studley, Geologist, and Vice-President of the College, directed the special work on the study of the geology of the region. Dr. J. Paul Leonard, Associate Professor of Education at Stanford University and Curriculum Consultant for Modoc County, besides being a member of the committee on arrangements, directed the work of the general sessions and the secondary groups. Mr. Carlton Jenkins, staff member of the Stanford Social Studies Investigation, worked for the two-week period as secondary leader and supervised the work in visual materials. Dr. Lillian Lamoireaux, Director of Curriculum in Santa Barbara City Schools, carried the major responsibility in directing elementary teachers in their discussions on the elementary school and in building cur-

riculum units. In addition, the entire staff of the local forestry office was available under the leadership of Mr. Russell Beesom, Forest Supervisor, who planned and conducted field trips, participated in general sessions, and made available the services of several specialists for reports and discussion on current forest problems. The Soil Conservation Service, through the cooperation of Mr. Charles Jarrett, Regional Supervisor, made available the services of its Regional Director of Educational Relations, Mr. James J. Lillard and Dr. R. M. Bond, Regional Biologist. For those interested in sky study, Dr. Ralph B. Larkin, amateur astronomer, lectured several times weekly as well as gave (on clear nights) night instruction on stars, planets, and constellations with the aid of a six-inch telescope.

Housing. A new high school building complete with workrooms, library, laboratories, social hall, projection rooms, and conference rooms, provided physical facilities that were ideal for such a study and work program. Arrangements were made to open the building daily from 8 a.m. to 10 p.m., thus giving teachers access to all rooms, including the library and laboratories for the whole day. A technician was available for three hours daily to demonstrate the use of the various visual aids machines and to operate projectors for showing films, slides, and film strips. A select number of films, slides, and film strips was secured from various agencies including the State University, the Forest Service, the Soil Conservation Service, the United States Department of Labor, and the United States Department of Interior. Through the cooperation of the county librarian

many hundreds of professional and children's books were supplied each of the working groups. In addition the Forest Service and the Soil Conservation Service made available a number of special volumes as well as much free printed and mimeographed materials.

Program. Although the program was flexible, permitting shifts in schedules to fit new needs, the general arrangement of the daily schedule was as follows: The morning was given over to a general session for an hour, the remainder being used for section meetings. In the afternoon the sections continued, being used in part for discussion and in part for individual work, either in the workshop or in building source units.

The topics of general sessions included: the integration of the elementary and secondary programs; the problems of natural resources in Modoc County; the teaching of social problems in the classroom; the geology of the Great Basin and California areas; conservation as related to the utilization of the resources in Modoc County; and the evaluation of the modern school program.

A secondary section on preparation of source units and curriculum development of core areas met daily for approximately three hours. Elementary sections met daily for building source units. Eight groups worked for periods of from one and one-half to two hours daily. The science section worked daily from two to three hours. Field trips were made in the early morning before 9 a.m. to study birds and wild life. When most of the workshop members participated, the trip consumed an entire morning or afternoon.

Field trips included: six early morning trips, averaging two hours each, to study bird life; one afternoon trip to study grazing problems, soil erosion, and forest depletion; one afternoon trip to study the geology of the region; one all-day trip to visit the Lava Beds Area, petroglyphs, and to study bird life in the Lava Beds National Monument and the Tule Lake Wildlife Refuge; one afternoon trip to study peat-moss beds. On such trips in addition to the leadership of those already mentioned, several members from the forestry office mingled with the group answering questions, pointing out interesting phenomena, and giving further interpretation to problems opened up by the leaders.

Outcomes. At the last session, through an unsigned questionnaire, the group indicated unanimously that the program was to their liking, that it should be carried on the following year. Definite values gleaned from a study of the replies given by the participants included: a. opportunity to become acquainted with the resources of their own communities; b. opportunity to become better acquainted with community problems and their bearing upon education; c. opportunity to gather a wealth of teaching materials for immediate use in their classroom; d. opportunity to plan, under continuous guidance, source materials for units of work; e. opportunity to

become better acquainted with themselves, and thus gain a better sense of group spirit and professional solidarity; f. opportunity to gain further insight into the value of cooperative curriculum development and thus increase zeal for next year's work.

In addition, the teachers gained a new understanding of the importance of professional growth, as was indicated from the fact that more teachers attended summer classes in 1940 than ever before in the history of the county; fourteen in one group continued their study of personal problems in the workshop held for six weeks at Stanford University.

Of not the least importance was the general community reaction. Having a large majority of county teachers work on a wholly voluntary basis for two weeks after having just closed their schools helped community people to see the earnestness and interest educators had in their work. The public was invited to participate in all field trips and to attend special programs during the period. It was the feeling of the committee that the workshop had made a significant contribution to building a more intelligent understanding among lay people of the purposes of education in Modoc County, especially as related to the need for a better understanding of local problems.



ANNUAL MEETING OF THE CURRICULUM SOCIETY

By B. O. SMITH
University of Illinois

THE DOMINANT THEME of the annual meeting of the Curriculum Society was the part which education should play in maintaining and developing democracy through the present social crisis and beyond. According to the discussions, the crisis is not to be conceived as either local or national, but as world wide; it is not to be conceived as merely economic, but as affecting every aspect of life—economic, political, moral, and intellectual; it affects not merely adults, but youth and adults, soldiers and civilians, laborers and farmers, the elite and the common man. It is occasioned by specialization of activities that dehumanizes society and reduces the status of the common man as a producer. As Mr. Howard McClusky, speaker at the luncheon session, emphasized, the training of the common man now involves skills that can be acquired in a very short time. As a result, the importance of his work and of his place in society is reduced in his own eyes. And youth like the common man has a feeling of social insignificance and of a lack of status in the productive activities of the social system. But the crisis is more than this, it is a crisis in ideas; a crisis in which human values and aspirations are weapons. And one of its most hopeful characteristics is its recognition of the universal sensitization of men to human values. And the problem which it poses for those who live and believe in a democracy is one of seeing that these values are distributed throughout society without destroying the freedom and integrity of the individual.

In the morning session Mr. Jesse Newlon, discussing the present crisis and its meaning for the curriculum, enumerated some of the educational gains of the past few decades. Among these gains are a closer relation of education to the social processes and to democracy, and an increased knowledge of human nature and of the effects of culture upon conduct. But despite these gains there are still pressing problems and issues upon which we must clear our minds. How, for example, can we come to see that the real question is not one of subject matter or no subject matter, but rather a question of what kind of subject matter shall we use? How shall we plan the curriculum? How can the public be led to understand the kind of education which the times require? These are some of the problems which were placed before the Society. But the discussion stopped short of proposing a plan for education during the crisis and the years to follow. The child is to be taught the intellectual, moral, and social meaning of democracy, he is to have an opportunity to practice democracy, he is to appraise economic and social conditions, but the manner in which these are to be realized was treated only implicitly.

In the discussion groups that comprised the remaining part of the morning program a number of interesting and significant points were developed. Only a few of the more significant ones can be mentioned here. The group discussing classroom practices in developing pupil planning, initiative, responsibility, and control seemed to agree that planning should be co-

operative, the teacher being an important factor in the cooperative effort. In the classroom situation a dominant personality on the part of the teacher may make the child over-dependent and thus destroy the possibility of effective planning. That the personality of the teacher may thwart or improve the child's capacity to plan and act for himself seemed to be accepted without question. Furthermore it was believed that long term planning on the part of the children should be encouraged and that the emphasis in planning should be placed upon ways of proceeding rather than upon subject matter as such.

In another group dealing with research on individual development and group discipline the discussion revolved about the possible effects upon a child of changing from a democratic group such as he may experience in the lower grades to an autocratic group such as he may encounter in the upper grades. On the whole the discussion indicated that regimentation does not necessarily harm a child, provided the experience is not too prolonged. It was pointed out that it might be easier to live under autocratic forces where one is told what to do and when to do it, though such a system is not suited to the development of personality and to the maintenance of mental health. It was also observed that in long-time curriculum planning there are factors such as the following that must be taken into account: the child's activities on the playground, the rules and regulations which prevail in corridors and classrooms, and the teacher's attitudes and opinions expressed before the children. All of these form part

of the curriculum since they have a definite effect upon the growth and development of the child.

In a discussion group on the present crisis and long-term planning various efforts to meet the crisis were discussed. Among these were vocational courses, the establishment of federal youth agencies, the preparation of special materials on national defense. The importance of comprehensive curriculum planning was brought out by the discussion leader, Mr. Hollis L. Caswell. It was urged that we examine the areas of living and plan the educational program in terms of them rather than continue to make changes by piecemeal methods.

The discussion group on how to deal with present propaganda and pressure groups seemed to agree with the plan suggested by the leader, Mr. Harold C. Hand, when he said that what we need to do is to find out from what quarters the pressures are coming and are expected to come and to fortify ourselves against them by working with parents and other groups, pointing out what happened in the first World War and indicating what is apt to happen now and how to go about preventing its occurrence.

The group discussing democratic administration and organization emphasized again the importance of growth through sharing experiences and the notion that teachers should participate in making the school budget or planning a new school building as well as in curriculum planning and other activities.

The afternoon session was devoted to a discussion of civic education and the defense of American Democracy. Mr. Francis Spaulding, speaking first on the program, advanced the notion

that civic education will not work unless the primary needs of boys and girls are being met. In short, civic responsibility and loyalty to American democracy are linked to the social and vocational needs of the youth. They want jobs, they want decent recreational facilities, they want to be married and to raise a family. And if these primary needs are satisfied, youth will be more receptive to the ways of democracy. The second speaker, Mr. Howard E. Wilson, stressed the importance of civic education adapting itself to the conditions of regions. One of the purposes of civic education should be to study the economic and social possibilities of a region in order to discover ways of improving the livelihood of the people and turning the resources of the region to the advantage of all concerned. On the personal side of civic education it was emphasized that children should have a chance to test out their ideas about democracy. If they believe an autocratic system is better than a democracy, help them create an experiment to test their belief. Let their school life be turned into an autocratic, regimented system and let them suffer the full consequences of their choice. Let them "be brought close

up and, like young hounds, have a taste of blood given them."

Mr. Reginald Bell, discussing the topic of research related to the development of patriotism and loyalty, introduced the notion of group structure as one of the important sources of insight into the development of values and value systems. If the school is to be adjusted to the child, the values held by the groups from which the child comes must be known.

A comprehensive program for curriculum planning was presented by Mr. J. Paul Leonard. Such a plan would embrace a national commission identified with the Office of Education. This commission would coordinate and integrate all the various youth agencies and experiment with curriculum programs. In addition there would be state and local planning boards.

In addition to the regular sessions of the society there were two joint meetings with the Department of Home Economics of the National Education Association. These meetings were for the most part centered around a discussion of the yearbook *Home and Family Life*, this being a publication prepared jointly by the two organizations and the United States Office of Education.



AUDIO-VISUAL AIDS FOR RURAL SCHOOLS

By ETTA SCHNEIDER

Teachers College, Columbia University

RURAL TEACHERS FIND themselves now more than ever before in need of materials of instruction that can help to "bring the world to the classroom." Enrichment of school living includes experiences that utilize all of the available resources—those of the immediate environment, with inner and outer relationships known; and those made possible by vicarious experiences. During recent years, the literature for rural teachers has been abundantly represented by books, pamphlets and articles on the use of the local environment. Through excursions to places in the community and through personal contact with the arts and crafts, there is no doubt that the rural school curriculum has made great strides.

But the world beyond the immediate environment is tremendous. And, what is more, that world touches each one of us. International relations, technological unemployment, migration of population—these and many other problems influence the living of rural boys and girls. The largest birth rate for the nation continues to come from rural areas. Yet, the growth in size of farms and in the use of mechanical power on the farm predicts the continuation of the farm unemployment problem for many years to come. Rural youth in the future, as in the past, will drift toward cities to take their place in industrial society. Education in rural areas must therefore provide a basis of understanding local, state, and national problems. The automobile, radio, and motion picture theatre have already

influenced the educational background of modern youth everywhere. Educators cannot assume, however, that such means of communication as the commercial radio broadcast and the feature movies are serving as adequate educational media. All too often the world which these agencies depict is somewhat distorted.

There are materials available that can help to provide the vicarious experiences which will serve as a basis of understanding many of the problems beyond the immediate environment. Through careful selection, such materials are practicable within budget limitations. Among the materials that can be used are radio programs, motion pictures, lantern slides, filmstrips, mounted pictures, and exhibits. Some of these materials may be secured at no cost, some cost less than a dollar, and other types of material involve a more considerable outlay of money for equipment and for the materials themselves. A school program that seeks only free materials is not necessarily the most economical, because these materials may involve an unnecessary waste of time.

Ideally, the school should provide a broad range of experiences for each student, using only those materials that promote desirable growth along educationally significant lines. In selecting the specific type of audio-visual aid for the school, *some of the criteria* to be considered are: (1) Will the material meet the needs of individual students? (2) Will it provide information or understanding in a way that other materials do not?

(3) Is it accurate and straightforward in its presentation? (4) Is it within the maturity level of the group? (5) Can it be used within the limits of time available? (6) Does it help to increase the variety of school experiences? (7) Is it handled with little waste of time and effort? (8) Is the cost justifiable?

SOURCES OF AUDIO-VISUAL AIDS

The sources of materials are many and varied. Schools are increasingly using the resources of industry, government, and other agencies intended as part of a public relations program. Unfortunately, the schools have been somewhat indiscriminating in their use of such materials—although many of them can be adapted for educational purposes. Industrial firms that distribute exhibits, filmstrips, and motion pictures at little or no cost include: American Can Company, General Motors Corporation, the National Dairy Council, General Electric Company, and many others. Obviously, their films and other aids were made for advertising purposes.

Some materials may be secured free or at small cost from organizations, such as the Metropolitan Life Insurance Company, the American Red Cross, the National Tuberculosis Association, the Automotive Safety Council, and the like. A large part of these materials is intended for adult audiences. Government agencies provide helpful pictures, exhibits, filmstrips, and motion pictures. The various bureaus of the Department of Agriculture, the Department of the Interior, the War Department, the Department of Labor, and the Federal Security Agency distribute visual materials for non-school audiences. None

of the above agencies can be regarded as a producer of educational materials. Each is trying to reach voters, consumers, or members. School children may secure a wealth of interesting experiences through such materials, if the adaptation to curricular needs is skillfully made by the teacher.

EQUIPMENT

Obviously, exhibits and flat pictures require no special equipment other than facilities for storing. Some teachers find a projector helpful for showing flat pictures to the entire group. Such a projector (known as a reflectoscope, a Delineascope, a Balopticon, or simply an opaque projector) requires a very dark room and about 500 watts of electricity. A good, sturdy machine costs about eighty dollars. Some teachers have tried making such a projector from inexpensive materials, but it cannot be expected to yield the results of the professional product.

Lantern slides are shown on a screen through a stereopticon, or lantern slide projector. This type of machine is most commonly found in schools, but it is not frequently used. Some schools find it useful to buy a combination projector for use as an opaque projector and lantern slide projector. The combination costs about \$120, but careful planning should go into its purchase.

Filmstrips are displayed on a screen by use of a small attachment to the lantern slide machine, or through a compact projector of the filmstrip type. A handy, tri-purpose projector shows single-frame and double-frame strips, as well as the separate two inch by two inch glass slides. Such a machine costs less than forty dollars, and

it may also be purchased as a battery-operated projector because it requires comparatively little electrical power.

Motion picture projectors for school use are of the sixteen millimeter size. (The theatrical size or that used in a large auditorium is thirty-five millimeters; the size increasingly being used for home movies is eight millimeters.) A silent film projector may be bought for about \$125 to \$150. The sound film type of machine (which can be used to show silent and sound films) requires about 750 watts of electrical power and involves a cost of about \$300 to \$350.

With this general background, let us get down to realities. What materials are there available, you might ask, to help a teacher concerned with a specific unit of work? It is obvious that a group studying about *power and machinery* would have to seek much of its information through vicarious experiences. Here are a few of the audio-visual aids available:

Radio Programs

Americans at Work and on the American School of the Air.

Educational Films

The Story of Power. Three reels, silent. United States Bureau of Mines. How man developed machines and brought about an industrial revolution . . . furnishes the historical background for a discussion of current problems along this line.

Electrical Power in the Southern Appalachians. One reel, silent. Eastman Teaching Films, Inc., Rochester, New York. Characteristic progress in industry and the changes in living conditions resulting from the development of hydroelectric power in any vicinity.

Water Power. One reel, sound. Erpi Classroom Films, Inc., Long Island City, New York. How rapids and waterfalls were changed from hindrances to aids to

man's progress. The development of water power from the small mill of the early colonist to such modern projects as Niagara, Boulder Dam, and the T. V. A. Woolen Yarn. One reel, silent. General Electric Company, Schenectady, New York. How the woolen industry has changed from hand to machine methods.

Lantern Slides

Slides on various industries. Williams, Brown and Earle, Philadelphia. Forty cents each.

Water Power and Its Uses. Available for rental, fifty cents a day, from the American Museum of Natural History, New York.

Machines for Doing Work: Those using air, water, gas, and electricity. W. M. Welch Scientific Company, Chicago. Eighty-five cents each.

Unit of Slides on Machinery. Twenty-five slides. Keystone View Company, Meadville, Pennsylvania. Fifty-five cents each. \$11.00 set.

Filmstrips

Titles on industries of various kinds, including aeronautics, petroleum refining, cotton, and others. Stillfilm, Inc., Los Angeles. About eighty-five cents each.

Filmstrips on industries made by Spencer Lens Company, Buffalo. \$2.50 each subject. Also available from S. V. E. for \$2.00.

Hydroelectric energy. Available from Society for Visual Education, Chicago. \$1.00.

The History and Development of Farm Machinery. Cooperative Extension Division, United States Department of Agriculture. Sixty-five cents.

Pictures

The units on steel, food, and other topics showing the use of machines in the Compton's Pictured Units.

The production of steel, the use of machinery on the farm, the development of power for transportation and communication are all included in the Visualized Curriculum Series, Creative Educational Society, Mankato, Minnesota.

Many of the issues of *Building America* deal with the use of machinery and power, including Men and Machines, Steel, Natural Resources. Americana Corporation, 2 West 45 Street, New York City.

These Articles Are Short and to the Point

MEETING OF EXECUTIVE COMMITTEE

By J. Paul Leonard
Executive Secretary, Society for Curriculum Study

THE FOLLOWING ACTIONS were taken by the Executive Committee of the Society for Curriculum Study in Annual Meeting, Saturday, February 22, 1941, Atlantic City, New Jersey.

Action on Committee Reports

1. The Committee on Foreign Cultures has prepared a manuscript which is to be enlarged in cooperation with other committee members from the Department of Supervisors and Directors of Instruction, such report to become a joint yearbook and report of the Society for Curriculum Study and the Department of Supervisors and Directors of Instruction. The report will be published as the Fourteenth Yearbook of the Department to be sold to members of the Society for Curriculum Study for \$1.00.

2. A 100-page manuscript was presented by the Committee on Secondary Education. The preparation of plans for completing the manuscript was delegated to the committee which is to make a recommendation concerning the nature and extent of the report to be published.

3. The outline for the joint yearbook and report of the Department of Visual Instruction of the National Education Association and the Society for Curriculum Study was approved. Edgar Dale is co-chairman, representing the Society for Curriculum Study, and Dean McClusky, co-chairman, representing the Department of Visual

Instruction. Charles Hoban and James Mendenhall were added to the committee and additional names were to be submitted to the Executive Committee. The Executive Secretary was authorized to execute contracts with D. Appleton-Century Company for publishing same. A sum not to exceed fifty dollars was appropriated for supplies and typing the manuscript.

4. An outline of a report of the Society for Curriculum Study for producing a report on Evaluation of the Gains of Modern Education was approved. The editors of the report are Alvin Eurich and J. Paul Leonard. The rest of the committee approved was Palmer O. Johnson, C. Robert Pace, Wayne Wrightstone, Louis Heil, Lavonne Hanna, and Reginald Bell.

5. The outline of a report of the Society on Consumer Education was approved and contracts were ordered drawn for publication by D. Appleton-Century. Henry Harap and James Mendenhall are editors.

6. The Committee on Home and Family Life reported and submitted its published report, done jointly with the Department of Home Economics of the National Education Association. The Executive Secretary was instructed to convey the appreciation of the Society to the Committee and the Committee was discharged.

7. Helen Heffernan gave a report of progress for the Committee on Rural Education. The Committee was continued for three years.

Action on New Proposals

1. Hugh Wood presented a request for preparing a report on Art in Gen-

eral Education to be sponsored by the Society. In view of the reports of the Progressive Education Association, the National Education Association, and the National Society for the Study of Education, it was not thought necessary to produce such a report at this time.

2. F. W. Parr requested that twenty-five cents from the dues of each individual belonging to both the Inland Empire Curriculum Association and the Society for Curriculum Study be allotted to the Inland Empire Association. There seemed to be insufficient precedent and funds in the Society to warrant granting this request.

3. Mr. Louis Shores and Mr. Galen Saylor presented a proposal requesting the Society for Curriculum Study to either act as or sponsor a curriculum depository for depositing for purchase courses of study and curriculum documents. Such a project seemed valuable, but Mr. Saylor and Mr. Shores were invited to work out some kind of relationship with the American Library Association or Bacon and Wieck.

4. A committee composed of J. C. Parker, chairman, Henry Harap, and J. Paul Leonard was appointed to work with a Committee of the Department of Supervisors and Directors of Instruction to consider joining the two societies into one organization.

Miscellaneous Actions

1. The Executive Secretary was instructed to write letters of congratulation and appreciation to the Board of *Building America*, to Americana Corporation, and to Miss Frances Foster for their cooperative interest and success in promoting *Building America*.

2. It was recommended that a program discussion of State and City Curriculum Programs be included in the annual program next year.

3. Dr. Herbert Bruner was again asked to serve as chairman of a committee to prepare a bibliography of courses of study to be published in the December issue of the CURRICULUM JOURNAL.

4. The Committee authorized an increase of \$100 in the budget of the CURRICULUM JOURNAL to be applied to secretarial help.

5. The reports of the Auditing Committees were accepted as well as the financial report and budget of the Executive Secretary.

6. J. C. Parker was selected chairman of the Executive Committee.

CURRICULUM DEVELOPMENT IN OAKLAND

By Bernice Baxter
Coordinator of Instruction, Oakland
(California) Public Schools

CURRICULUM IMPROVEMENT in Oakland, California, reflects an increasing awareness of the individual learner and of the way in which he learns. The objective of continuous revision of curriculum materials today is in the interest of directing teachers' attention to what is learned, when and how it is seemingly best learned, and the effect of the learning upon the individual's personal and social growth.

Personal Growth. Some of the specific curriculum activities illustrative of this increased concern for the individual's growth will serve to indicate the change that is taking place. One of first importance has been a reading handbook which was prepared for the purpose of assisting teachers in analyz-

ing pupils' reading needs and in providing adequate and pertinent instruction. The plan of the book has been to present the sequential stages through which a pupil passes in learning to read and in using reading to broaden his experience. The overview of learning progression outlined in this handbook has proved so effective that learnings in other areas are being broken down into their sequential steps.

Like reading, the teaching of arithmetic has been under careful scrutiny for several years. A direct attempt has been made to lessen the disparity between pupils' readiness for undertaking the several arithmetic processes and the capacity required for comprehension and mastery. A chart has been developed outlining the sequential learnings involved in the four fundamental processes of arithmetic—addition, subtraction, multiplication, and division. This affords teachers a graphic picture of the relationship of number learnings. By extending the elementary processes in arithmetic over a longer time span pupils' dislike of arithmetic is being reduced.

At present the inter-relatedness of the aspects of language usage is being intensively studied. It is obvious that teachers need guidance in knowing more conclusively when a pupil's speaking vocabulary indicates readiness for reading. Likewise teachers should know when a given pupil's sight vocabulary reveals that spelling will be profitable for him. Teachers need help in knowing when particular phonetic elements can be taught with some assurance of their being an aid in the recognition of new words and when language structure itself can be made significant and meaningful.

These three cited curriculum-building activities are significant because

they are causing the entire teaching body to think in terms of pupils' responses to learning situations. In and of themselves the resulting outlines, charts, or courses of study may not be unique. The value lies, as was stated before, in making teachers more aware of pupils' reactions and growth than in realizing the end result of blindly accepted courses of study.

Social Learning. Any seeming over-emphasis upon the individual would defeat the very purpose for which all are striving—a socially adequate personality. For balance, attention must and is being given to a program of activities which will stimulate ever-increasing social participation on the part of pupils. Courses of study in social science which have been the outgrowth of the past few years illustrate this emphasis. Ten years ago our social studies and science courses stated what content was to be covered, how much time was to be spent upon each phase of content, what books were to be listed and what pages of books were to be read. Courses of study which today have replaced these earlier guides for teachers include a stated social and educational philosophy, objectives in terms of children, problems for pupil study and investigation, possible approaches to these problems, suggested individual and class activities, and ways and means for teachers and pupils to evaluate outcomes. An excerpt from the program in social science describes the foundation in social relationships. "The plan of social-science courses consists of a series of activities for each year which are centered in a given area of social relationships. The sequence is from the child's immediate home community on through state, nation, and the world. While the

approach will always be in terms of the learner's experience, the analysis of an area of social relationships will involve the acquisition of accurate geographical, historical, and cultural information about community, state, nation, and the world."

Series of problems have been set up for each grade. These problems are intended as a means of stimulating pupils to gather such information as their interest and ability will permit in order to reach conclusions which will give some understanding of the social issues of the day. The activities in which pupils engage afford them opportunities commensurate with their maturity for working with others and for contributing to group and class undertakings. The five major categories of pupil activities and a few specifics entered under each reveal the purposes of instruction in each area:

To encourage an awareness of surroundings: observing live creatures; taking nature walks; watching plant development; visiting places of social interest; visiting museums and libraries; collecting pictures; collecting rocks, leaves, etc.; and listening to radio.

To encourage activities which will clarify impressions: explaining to others; making maps and graphs; constructing models; building scenery; making movies; making puppets; designing costumes; and planting gardens.

To afford opportunities for creating and enjoying the creative expression of other nationalities: making murals or friezes; creating plays, dances, or music; reading and writing poetry; reading folk stories; folk dancing; singing folk songs; listening to na-

tional music; and participating in pageants.

To provide a social laboratory in which children may learn to work together: participating in discussion; planning work; planning programs; organizing clubs; listening to reports; working on committees; sharing materials; and bringing needed articles from home.

The seventh and eighth grade offerings supplement the earlier program, differing only in respect to their adaptability to a departmentalized type of school organization.

Differentiated Offerings. Beginning with the ninth grade, curriculum development is being influenced directly by plans to meet individual interests, abilities, and inclinations. Slowly a program of differentiated offerings is being set up in which materials, teaching procedures, and expected outcomes of instruction are dictated not by tradition but by a realistic appraisal of pupils' problems and possible pursuits beyond high school. Personal management classes, senior problems classes, and classes devoted to a consideration of immediate social problems are examples of a changed and realistic approach to the recognized need for better serving the non-academic pupil.

By segregation according to their interests and abilities, pupils more able to deal with the abstractions of the academic subjects, such as mathematics, science, and the structural analysis of a foreign language, are challenged mentally. Study skills and habits essential in higher education are included for these pupils. Definite standards of accomplishment are set and maintained. Books are selected which are suited to the understanding of these more mentally mature pupils. By

placing pupils who learn best through graphic means and through manipulation in classes in which they can excel they are freed of the necessity of laboring over verbal concepts which are meaningless to them.

Some high school pupils need to continue with elementary instruction in reading and in language. Effort is made to give these pupils an uninterrupted chance to acquire the skills of ordinary social communication by keeping instruction in these subjects continuous from the elementary through the junior and senior high school if necessary. Such instruction calls for careful articulation between school levels through competent guidance and teaching. It means that every teacher, irrespective of his specialization, should know how to teach pupils to acquire language power and reading skills.

With secondary curriculum developments being directed toward individual and social competency, the focus there as in the elementary program is upon the personal and social development of the pupil. Each year marks progress in the building of a program which is sufficiently flexible to indicate to teachers natural progression in learning and yet to permit individuals to move through the program at their own growth rates.

THE CREATIVE QUALITY IN INDUSTRIAL ARTS

By C. Warren Moore, Assistant Professor of Industrial Arts Education, Ohio State University

SINCE ABOUT 1920 industrial arts education has been characterized by expanding ideas as to its function in general education and by a notable development of facilities for stimulat-

ing sound educational experience. Some schools have a print shop, a foundry, a ceramics area, woodworking machines, and space for developing group projects.

The availability of such material facilities and the development of concepts concerning the importance of industrial arts has resulted from several factors among which are the following:

1. The increase in high school enrollment which brought to the senior high school several hundred thousand boys and girls who expected to make their living by working with tools and machines.

2. The "learn by doing" theory of education, emphasizing the value of activities so as to include a good deal of experience in addition to purely mental processes.

3. The increasing amount of public attention devoted to technology and its effect upon boys and girls.

4. The interest which most boys and girls take in working with tools and machines and "making things" together with a growing disposition on the part of teachers to give students the opportunity of working along lines of their special as well as general interests.

In the large city high schools an emphasis is placed on helping students understand the industrial environment in which they live. The small city high schools and consolidated rural schools tend to emphasize a program to help students develop creative abilities.

The latter type of program is materially aided by flexible teaching methods which demonstrate that most students are able to select their tasks and that they are stimulated to gather

facts from many sources by reading, questioning others, performing experiments, and critically examining the work of others.

In such ways the majority of students respond to opportunities for thinking through their problems provided they can be persuaded to assume a large share of responsibility for self-direction in their activities. Much that is false and constrained in a learning situation is removed when students realize that the industrial arts teacher is not going to remove the obstacles to their undertakings by a question and answer technique but will help them in a variety of ways to understand the difficulties they are likely to meet.

The degree of realism with which students plan their work varies greatly. Records are necessary to supplement the many informal understandings that are made by teachers and students. Students will make records providing the items to be recorded may be expressed simply or couched in terms of action. Occasional reference to statements of agreements and understandings are necessary to rethink a problem. When statements are those made by students they are remarkably convincing to all concerned. Most of the items recorded will be quantitative in character, but not necessarily so, and will include such items as kinds of materials, time estimates, sizes, and costs. Simplicity and directness are implicit in this matter of records by students.

It is becoming increasingly clear that when a student is fairly launched upon a job he does not accept unthinkingly the point of view of another. If he discovers that he is embarked on a poor plan of procedure

he is inclined to be dissatisfied until he has obtained facts which will give him reasonable proof that he is again on the way to solving his problem. When students have energetically solved many problems, they are likely to develop habits of work which tend to eliminate meaningless or wishful thinking.

The teacher must assist each student to understand important phases of his proposed undertaking. Class discussions save time. Suggestions concerning the limitations of the shop and the need for careful planning are important. It is imperative for students to learn that the teacher is a craftsman, capable and generous in thought and action.

Well-trained teachers should tend to minimize the disciplines which were important in their early training in order that they may grasp more fully the budding ideas of their students. The extent to which this is done is partially determined by the work of other teachers in the school. This is particularly pertinent to the work of teachers in the other art areas.

A practical consideration for releasing student energy is found in the almost unlimited possibilities of good time-saving equipment. Many useful arts are made possible when students use machines.

Long term projects such as printing the school paper, building of a school boat or cabin, and other community projects provide students with valuable group experiences and frequently assist teachers of other areas. Probably adults should be encouraged to use the shop to work out their ideas.

Basic to all of the foregoing is the importance of helping students to try to understand whatever they see. This

is not easy to do unless they have places to work, and even then it is almost impossible if they do not share ideas with others. Sketches and patterns help some to make plans. Making plenty of them helps to develop an idea.

Teachers have an important share in this by helping students to determine the usefulness of the work they want to do. Students need not worry whether what they do will be good or beautiful if they know that the product of their work will be used. It will help a lot if they also know where and how it will be used as well as who will use it. Older people can help them most at this time of their planning. Some friends of their own age are also good judges. They should not worry about what kind of material they will use, or what tools they will find best. That comes as they work. Half the fun is to be found in discovering with their teacher and their classmates how they will do it.

SCIENCE TEACHERS' OPINIONS ON SOCIAL ISSUES

By R. Will Burnett

Research Associate, Bureau of Educational Research in Science, Teachers College, Columbia University

THE SCIENCE TEACHERS of the United States compose a group which has received varying degrees of specialized training in the methods and content of science. Presumably this training should have fitted them to take a responsible position in studying and dealing with many of the problems that are faced by society today. What are the opinions of these individuals, so trained, on their responsibilities and upon some issues of basic importance in their teaching and

in contemporary life? Are there significant differences in the viewpoints of these teachers in various parts of the United States, with various backgrounds of training, with various major fields of interest, engaged in various levels of professional work, and in communities of various sizes? A study recently made for the Subcommittee on Teacher Education of the National Committee on Science Teaching by Dr. R. Will Burnett, Teachers College, Columbia University, sought the answer to these questions.

An opinionnaire was developed and 8,589 copies were distributed through the offices of the Research Division of the National Education Association to science teachers throughout the United States. 2,309, or 26.9 per cent, of the teachers returned usable replies. Responses came from communities of all sizes and from every state in the Union.

There is considerable assurance of the representativeness of the responses. To the extent that the teachers who responded represent the teachers of science throughout the United States, the following points may be made in regard to this important section of the teaching profession:

1. A large majority (generally over eighty per cent on specific problems) of the teachers of science in all levels of school work, in all parts of the country, in communities of all sizes, and with various science and non-science backgrounds of major interest conceive their major function to be that of facing the problems and interests of young people and society and in bringing their specialized abilities to bear on these problems and interests.

2. In spite of this professed belief in such a responsibility the teachers of science in the United States are avoiding for the most part a number of important fields in their teaching which represent problems which young people must, or are extremely likely to, face. Of a list of sixteen such controversial areas the ones most commonly avoided are: sex education (including problems of birth control and venereal disease), racial prejudices, relative merits of various healing arts, conflicts in views of the universe and man's place therein between traditional religions and science, man's place in evolution, moral codes and ethical principles, comparative progress of science under various political systems, and present social maladjustments brought about by the impact of science on society.

3. The teachers of science in the United States are avoiding these issues which they believe to be of value primarily because of fear of disapproval of parents, because of the immaturity of pupils, and because they believe that they have insufficient knowledge of the areas to handle such issues adequately.

4. The majority of teachers agree with the best scientific opinion on a number of issues important in American life today. However, their viewpoints do not seem to have any relation to the major courses which they studied in college or university, nor to any of several specific fields of work which many of them have had.

The issues on which the teachers of science were asked to express their opinions were: the relative weights of the two causative factors, environment and heredity, in producing racial and socio-economic differences, the im-

mutability of human nature in regard to the development and maintenance of institutions and "ways of life," evolution and man's place in evolution, the control of scientific research for man's welfare, the universality and absolute nature of goods and bads, fatalistic determinism, supernaturalism, and the relation of science and traditional religious beliefs.

The responses were tabulated according to the following categories: school level of teaching, major field of graduate or undergraduate background, geographical region, size of community, sex, and whether or not certain courses, i.e., sociology, philosophy, genetics, and anthropology had been taken.

The homogeneity of viewpoint of teachers considered in the foregoing categories was extremely high. Statistically significant differences in responses to single statements in the areas indicated were rare save in regard to the question of the tenability of evolution and man's place therein. In all areas the majority of teachers appear to agree with the best scientific opinion.

The remarkable homogeneity of viewpoint forces the conclusion that the formal education of the teachers of science has had little or no differential effect on their thinking in regard to these issues (save evolution). That is, it has apparently made little or no difference whether the teachers of science have had their major work in biological science, physical science, or non-science in regard to their opinions on these issues. It has made little or no difference whether these teachers have taken sociology, philosophy, anthropology, genetics, or not. Either these various courses have paid little

or no attention to these issues or their effect on the opinions of individuals has been negligible. Nonetheless, the teachers of science express viewpoints which are supported by the best scientific opinion today, and their reticence to address these important issues in their teaching is consequently unfortunate, for a great majority of young persons will not continue their formal education beyond the secondary level. Therefore, if they are to secure the aid of the teaching profession on these issues it must be during this period of relative immaturity. Young people and adults will deal with these issues for better or for worse, whether or not they are given intelligent and informed aid. Default of attention on the part of the teaching profession is one way of dealing with these issues. Unfortunately it has been the traditional way. The teachers of science as represented by this survey do not consider it the best way. They conceive their task as that of facing the important issues in which controversy and conflict exist and in which science has something of worth to offer, and of presenting scientific evidences in the effort to aid students to reach their own solutions to the problems they face as individuals and as members of society. But the preparation of the science teachers in the past has not met the needs of the teachers in giving them a feeling of competence sufficient fully to accept such a responsibility.

It seems clear that the teacher training programs of the future, if they are to prepare teachers of science to accept the responsibility they indicate should be theirs, should:

1. Change the organization and content of courses in science from the present logical organization of subject matter content which was originally designed to develop research excellence and which is often irrelevant to the teachers' needs, to organizations and contents of a more functional nature.

2. Allow teachers greater opportunity to study young people of various ages, backgrounds, and abilities and aid teachers in developing skill in presenting controversial problems to such immature individuals.

3. Implement educational theories with practical demonstrations and opportunities for student participation which will test and illustrate the adequacies of such theories so as to indicate to student teachers the practicability of dealing with the problems with which young people and society must, or will choose to, deal.

Finally, if teachers in service are to fulfill the responsibility they believe to be theirs, more adequate channels of in-service education should be opened. These channels should provide scientific data on the important problems facing young people and society today and should coordinate and disseminate the many important contributions to significant curriculum development growing out of experimentation and research in the United States today.

Curriculum Activities in City Schools

Curriculum Revision in East Orange, New Jersey. Perhaps the most interesting organized activities in curriculum improvement in the public schools of East Orange, New Jersey, at the present time are those centered around the area of language arts.

In December of 1939 the superintendent of schools gave this challenge to a committee of fifteen: to discover whether or not the schools needed to reconsider the instructional program in language arts, and if such a need existed, to determine a plan for attacking the problem.

The committee of fifteen was selected by the principals and includes teachers representative of each grade and each of the twelve schools. In addition, are two department heads who teach as well as supervise the language arts program, one speech specialist who also teaches, one supervisor, and one principal who is chairman of the committee as a whole. During the current year a consultant in elementary education was added to the group.

No predefined task of how, when, or what is to be done has been assigned, since the administration as well as the members of the committee are convinced that the in-service training and consequent development of the teachers is the significant aspect of the program rather than the ultimate development of a written course of study *per se*.

The committee sees the total field of the language arts to be comprised of four areas: the areas of reading, writing, speaking, and listening. For

the current year, the committee is limiting its attention to two of these areas—to writing and speaking.

The plan of procedure evolved by the Language Arts Committee (which now consists of these three sub-committees: written language, oral language, and philosophy whose members also belong to the first two) includes reading of suggested materials, inter-visitation, invitation of guest speakers, and the following sequence of work stages:

1. Suggestions, assistance, and advice are sought by the representatives (members of the committee) from each grade and each school (i.e., from the entire teaching staff of the East Orange schools). Sometimes this is done informally during school hours; at other times, more directly, by means of small group meetings called by teacher representatives for a specific purpose such as to share experiences, to stimulate broader or new points of view, or to secure a consensus of opinion.

2. With the help and advice of teachers, administrators, lay citizens, and specialists and with the use of available related research materials the committee then develops a proposal. Such a proposal is then submitted for review to the committee as a whole.

3. Review of the proposal by the Language Arts Committee results in total acceptance, revision, or complete rejection. Accepted material is to be sent to the teaching body for study and reaction. At this stage, materials are termed *working proposals*.

4. Working proposals are then reviewed by the committee in order to reconsider the reactions of all the teachers after study and application.

5. Revised materials will be issued in the form of *numbered bulletins*.

6. The separate bulletins (still subject to revision) will be incorporated into a *Guide for the Language Arts*, grades kindergarten through eight.

At the present time we have reached work stage number two and are busily engaged in fanning out the membership (and responsibility) of various sub-committees in written English and in spoken English to prepare materials to be submitted as working proposals.

The committee has endeavored constantly and has succeeded in maintaining a friendly, almost social atmosphere during all its activities within the small group as well as among the larger teaching staff. — W. GEORGE HAYWARD AND VIOLA THEMAN.

Curriculum Developments in the Fresno Public Schools. Curriculum improvement is the primary responsibility of forty committees of Fresno elementary and secondary school teachers. Members are appointed by the Superintendent of Schools upon the recommendation of the Director of Curriculum.

A committee is formed to consider every subject field — separate groups being interested in elementary, junior high, and senior high school levels. In order that articulation between divisions be as complete as possible, one representative of the junior high school group attends elementary committee meetings, and one attends senior high school meetings of the same subject field. Similarly, a mem-

ber of the elementary school committee and a member of the senior high school committee attend junior high school committee meetings.

In order to unify the program, especially in the elementary grades, a General Chairman for Language Arts attends meetings and watches the broader aspects of work with reading, oral and written communication, spelling, and writing committees. Another General Chairman serves the social studies, health, safety, and science committees.

Specific recent committee activities are as follows: The Fine Art Committee is now publishing a comprehensive bulletin at the elementary level relating teaching in art and music; the Writing Committee is undertaking the experimental use of manuscript writing throughout the city's first and second grades; the Social Studies and Science Committees are compiling teaching materials to center as much of the subject as possible upon a local point of view; the junior high school Mathematics Committee is adding a year course in general mathematics; much work is being done in the two technical high schools to fit the curriculum in English and mathematics to the students. — STEPHEN L. WALKER, Director of Curriculum and Instruction.

Curriculum Study in Lincoln, Nebraska. The Superintendent's Round Table in Lincoln functions through fourteen areas or sectors, one of which deals with the problem of *Evolving the Curriculum*. In each sector there is a planning group which serves as a guiding and evaluating agency for the work committees organized within that sector. The planning group for

the sector on *Evolving the Curriculum* represents many different interests and points of view to be found in the life of the schools. Teachers and administrators from all of the various age levels and types of school organization make up the personnel of the planning group of which the director of curriculum is the chairman.

Work committees of teachers are appointed by the superintendent of schools at the request of the sector planning group for the purpose of carrying on specific pieces of curriculum study. The reports of work communities are received by the sector planning group and presented to the round table council for study and criticism. The board of education is kept informed of curriculum developments by the superintendent.

Among recent developments in curriculum study in Lincoln are the following:

1. The course of study in arithmetic for grades 6A and 7B were restudied and reorganized for the purpose of more closely coordinating the work of the elementary and junior high schools.

2. A new social studies program is evolving which began in the kindergarten and is planned to extend through the senior high school. Work committees of elementary teachers have completed tentative courses for the elementary grades. In the junior high school area work committees are now evolving a social studies course dealing with life problems which are approached through pupils' interests, understandings, and appreciations.

3. During the spring and summer of 1940 scope committees sought to discover and describe the contributions which may be made to the life

of pupils in four subject matter areas—mathematics, language arts, science, and social studies. The report of each scope committee was made before all committees jointly in order that each group might more clearly sense the problems and the direction of thinking in each of the other groups.

4. Science in the junior high schools has received the attention of work committees composed of science teachers. As a result of their work a course of study in science organized on a unit plan is in use in the junior high schools. This course has had three revisions in the past five years.

5. The sector planning group for the area on *Evolving the Curriculum* meets regularly each week and seeks to carry on continuing evaluations of principles and practices in curriculum construction which may serve as guides for work committees. Courses of study are being developed at present around areas of living which seem to include the major life interests and activities of pupils.—MILLARD C. LEFFLER, Superintendent of Schools.

Cooperative Procedures in Minneapolis. During the fall term in Minneapolis, 1940, English teachers in five junior high schools met together and planned the general outlines of new units that they wished to introduce into the ninth grade English course. These units were a departure from the present course inasmuch as they centered activities about real life situations rather than the types of literature. Some of the titles were: *Where Would You Like to Travel?*, *Listening In*, *The Roundup in the West*, and *Hollywood*. The teachers believed

wholeheartedly in the organization and the general purpose of these units.

To anticipate certain building problems it was planned to have a series of meetings in each building asking the principal and librarian to attend. The teacher who wished to teach these units was able to present his plans to those who later would be called in to help in supervision and who would be in a position to support the purposes of this innovation among other staff members. It was arranged to have a substitute for the teacher during this planning period. A vacant classroom or a room off the library was used for the conference.

The teacher briefly outlined to the principal and librarian his desires. The problems were immediately considered as a school responsibility rather than an individual one for the teacher. The principal gave his support and suggestions. This made the teacher feel more secure in furthering his own more detailed plans. The principal also became well-acquainted with the teacher's ability to plan and the nature of the work that was to be initiated. When once the principal understood the nature of the content and organization, he was in an excellent place to present this experiment to other teachers in the building, which he did in subsequent meetings.

The librarian, during the early stages, remained a silent member of the group. Soon, however, questions were raised concerning materials that could be used to carry out the purposes of these units. With the background of the teacher's plans and the principal's position concerning this experiment well in mind, the librarian was able to describe the materials available in the library and to estimate the problems of

locating other materials. This again was an invaluable aid for the teacher whose further planning could now be made on a more realistic basis.

It is hoped by such planned work in the school that many of the irritating and time consuming problems that arise in the introduction of new units can be avoided through common understandings and information. The principal and librarian who are willing to set aside time for such meetings will find it much worth their while. Meetings like this will show to all the teachers in the school that unit construction is considered an important professional job which does require the close attention of the various experts in the building. It will give teachers a feeling of security in launching out on needed changes which always do carry elements of hazard. It also places the teacher in the position of initiator, giving the administrator and librarian the opportunity to serve effectively the most important single activity in the school—instruction.—EARL K. PECKHAM, Supervisor of Instruction.

Curriculum Improvement in Montgomery, Alabama. The curriculum improvement program was begun in the Montgomery public schools in the fall of 1936. An organization to guide the program of this in-service training of teachers was perfected and has functioned continuously, thus making the study more helpful to teachers in their several types of work. During the first year, the study and subsequent discussion, both on Saturday mornings once each month when groups met for this purpose, and in local faculty meetings, were centered on the *historical and sociological foun-*

dations of modern education. An extensive bibliography was prepared and an unusual amount of reading was reported in the fields of history and sociology.

In 1937-38 the study was directed to the *psychological foundations* of education. Some attention was given to the scientific case study of pupils; throughout the year effort was made to have all teachers give attention to individuals within their class groups for special observation and study. During the third year the city and county of Montgomery were studied rather exhaustively in the several areas of *community life*. These included such areas as local history, health, commerce and industry, transportation facilities, political life, religious institutions.

In 1939-40 special attention was given to the *unit method of teaching* and on the basis of the community study of the year previous, much valuable information was available for use in unity planning. Throughout that year and the preceding year, attention was continuously directed to meeting the needs of individual pupils.

The current year's work is proceeding on the basis of groups studying *special interests* with practical use of these interests in subject-matter fields and in the grades. These interest groups include citizenship, health, music appreciation, creative activity program, child study, public relations, improved reading, integration. A unique feature is the activity of the teachers themselves in these groups. They are doing things and not simply talking about them.

Since 1937 the teachers in the elementary schools have had a program of classroom visitation. This has

been for a full day during which the supervisor would discuss with the teachers the work they had observed. A professional library has been provided with additions made annually, and at present there are available a considerable number of books for professional study.—C. M. DANNELLY, Superintendent of Schools.

The Curriculum Revision Program in New Britain. During the year, 1937-1938, a survey by the staff of the New Britain Schools indicated the desirability of redirecting the educational program through revision of the various curricula. Since that time, the staff, with some outside aid, has been undertaking the task of curriculum building and revision.

There have been certain underlying principles that have directed the efforts of the staff in this matter: (1) It has been democratically approached through representative staff committees. (2) Curricular problems have been approached on the assumption that the staff has within itself the ability to recognize and solve its local problems with a minimum of outside expert advice. (3) Each step of progress is dependent upon public opinion and support as reflected through the Board of Education. (4) All curricular problems have been approached from the point of view of the whole. Each curricular committee has had representatives of all levels of education and has attempted to work out a twelve-year program, rather than a piecemeal curriculum for one level or another.

The first year's experience included a general faculty series of addresses on curriculum, which were designed

to give all teachers a background in the curriculum field.

During the last three years, twelve-year curriculums have been developed and adopted in the following areas: mathematics, practical arts, home economics, and social studies. Studies in the following related fields were also made: provision for individual differences, promotion and graduation policies, guidance policies. This year two curriculum committees are working in the areas of language arts and health and science. The experience during the past year has shown that there is no better supervisory device for democratically approaching the solution of the issues of education.—CARLYLE C. RING, Superintendent of Schools.

Curriculum Improvement in the Pasadena Schools. Curriculum improvement in the Pasadena Schools has proceeded steadily for nearly two decades. At no time during this period has there been any attempt to introduce radical innovations. The procedure has been that of a continuous effort to discover better ways of performing needed educational services. Teachers have extended the same principles of "learning by doing," utilized in the classrooms with pupils, to their own problems. The traditional supervisory relationships have been modified toward a consultant relationship wherein teachers and consultants work through together the processes where help is needed and improvement clearly indicated. Consultants are not alone those persons employed locally, but are also brought in from schools of education, teacher training institutions, and demonstration schools. Parents and pupils are involved in the

process and careful evaluation of innovations is made at frequent intervals.

The entire faculty participate in the study of student and societal needs, promulgation of themes and units, writing of units, analysis of instructional materials, and evaluation instruments and techniques. Each school has a faculty planning period each morning, organized as total faculty, grade-level, subject, and co-operating study groups. The grade level chairmen plus elected faculty representatives become a system curriculum committee to discuss, determine, and recommend policy and program.

The result is a continuous experience for groups of teachers and pupils enabling them to classify all vital subject matter on the basis of need and experience in meeting needs. The rate of progress in each school varies according to the rate at which the faculty develops philosophy, techniques, etc., but the city-wide program presents a coherent general framework or pattern within which all teachers and pupils are working effectively, with freedom adequate to meet individual difficulties and needs, with a comfortable feeling of security, and with that sense of success and satisfaction so essential to morale, a spirit of group solidarity and cooperation.—JOHN A. SEXSON, Superintendent of Schools.

Curriculum Improvement in York, Pennsylvania. The program of curriculum development in recent years has been characterized by periods of recurrent vigor in a more or less continuous effort, in the direction of widespread general activity on both ele-

mentary and secondary levels. At various stages, the effort has involved surveys by specialists, centralized teacher leadership, committees of teachers working under the guidance of a curriculum consultant, groups of teachers working on their own problems, and small scale experimentation in the pupil-teacher learning situation.

The activity has gradually produced advances toward a more nearly functional curriculum — stimulation of desirable school-community relationships, development of virile activity program in the elementary level; inauguration of pupil counseling service, introduction of a special reading program on the secondary level, and adjustment in specialized study areas to the needs of various groups of pupils.

Curriculum activity, on the secondary level, was inaugurated two years ago. Beginning effort revolved about the activity of an instructional policies committee, a representative service group, composed primarily of secondary school teachers. The thinking of the committee was augmented by the judgment of other teachers, principals, officials, pupils and lay individuals not members of the group.

A general philosophy of education was formulated cooperatively as a frame of reference. Concurrently beginning studies were undertaken with reference to the local youth population, community backgrounds, and the trend of educational procedure in selected schools. The findings of the studies, a statement of educational philosophy, and recommendations for changes in the local curriculum were incorporated in a printed bulletin, which was distributed to all teachers and principals.

The second year of activity was characterized by a re-formulation of the program of studies for junior and senior high schools on the basis of the accepted recommendations. The current year represents a try-out period in local curriculum improvement. The immediate next step will involve the development of appropriate techniques for functional evaluation. Plans for further development will emphasize the community approach in the study of the curriculum; and increased teacher participation through summer workshop activity. — FLORENCE M. GLEITZ, Chairman, Committee on Instructional Policies for the Secondary Schools.



Critical Abstracts of Curriculum Research

HANSBURG, HENRY — *An Experimental Study of the Effect of the Use of the Print Shop in the Improvement of Spelling, Reading, and Visual Perception*. Contribution to Education No. 776. New York: Teachers College, Columbia University. 1939. 84 p.

The author investigates a number of questions dealing with the effect of work in a print shop, principally upon improvement of spelling of dull-normal pupils. The principal conclusion which he substantiates is that the complete experience in a print shop does result in improvement in the spelling of this type of pupil in the given school. This improvement is in excess of that resulting from other school experiences. At no time were the children taught the spelling of the word directly.

At times the procedure seemed to be very questionable. In one instance, the key words which the printers were setting up were underlined, while the group who were memorizing the short paragraphs did nothing with such words. In another case, the printers set nonsense paragraphs which, of course, focused their attention on individual words more than on the whole sentence.

These practices might have been justified if the investigator had been contrasting the best direct methods of teaching spelling with the results obtained from incidental learning in the print shop. We have no evidence on what would result from direct teaching. Perhaps the more significant problem to investigate would be,

"Does print shop experience add anything to the spelling ability over and above that taught in the regular spelling lesson?" That question is not answered in any of the brief experiments and is only implied in the results from his long time testing program.

The need to contrast the results obtained from his pupils with those of other mental levels was continually felt. If he were going to restrict his cases to the dull-normal, it seems to the reviewer that he had a definite responsibility for a more extensive analysis of individual learning difficulties than he made. Perhaps the problem which needed to be solved was, "Does printing aid some children who otherwise have considerable learning difficulty in spelling?" The study contributes little to the theory of teaching spelling or to the theory of teaching printing. Perhaps the answers which he did give were necessary before solutions to more basic problems could be undertaken.

J. MURRAY LEE
State College of Washington

FRASER, JAMES ANDERSON — *Outcomes of a Study Excursion*. New York: Bureau of Publications, Teachers College, Columbia University, 1939. 84 pp.

Outcomes of a Study Excursion is a descriptive study of an excursion to the Norris Dam by the pupils of Lincoln High School of New York City which took forty-six seniors to the town of Norris, Tennessee, where

the group studied the Norris Dam Powerhouse, School, Ceramic Laboratory, Hydraulics Laboratory, and the Nursery; to Clarkesville, Georgia, where the class visited the plant of the Georgia Power Company; to a farm near Clarkesville and later to one near Hoffman, Virginia, where the students studied problems of land management and land use; to Hampton Institute; and to the Greenbelt Housing Project just outside of Washington, D. C.

Fraser's study is concerned primarily with the measurement of growth in scientific knowledge, abilities, and attitudes. To measure these growths, the following tests were administered, some before, some after, and some both before and after the excursion: (1) An information test designed to evaluate growth and understanding of problems of soil erosion and land management and processes used in producing electrical energy; (2) Kelley-Remmer's scale adapted to measure attitudes on public relief, unlimited individual initiative in farming, socio-economic planning, conservation, and private ownership of utilities; (3) an opinions test to measure attitudes not included in the Kelley-Remmer's scale; (4) land management identification test to measure ability to identify evidences of poor land management and procedures for better land management; (5) land management principles test to measure ability to recognize the application of principles of land management; (6) land management generalization test to measure the ability to generalize on land management; (7) power principles test to measure ability to recognize

the application of principles of power production; (8) power generalizations test to evaluate growth in ability to generalize in regard to power production; (9) diaries in which students were instructed to record their personal reactions to experiences on the excursion; and (10) a teacher's rating scale on which teachers were asked to rate pupils on the attitudes indicated by the Kelley-Remmer's scale.

On the basis of these tests, the evaluation study shows a (1) marked gain in information; (2) change in the group's attitudes toward unlimited initiative in farming, socio-economic planning, and private ownership of utilities; (3) change in opinion that an individual farmer should possess the sole right to make decisions regarding farming practices on his own farm; (4) a gain in ability to identify evidences of poor land management; (5) a gain in ability to recognize the application of principles of land management and power production; (6) and a gain in ability to generalize in regard to land management and power production.

This study seems to be based on scientific though not altogether statistical procedures. It contributes several new techniques and instruments to the field of pupil evaluation and also throws light on the value of study excursions. The values of this particular excursion appear to justify the excursion educationally. One is inclined to agree with the author that similar values might have accrued in a less expensive, closer-to-home, excursion.

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Reviews of Current Books

ENGELHARDT, N. L. AND ENGELHARDT, N. L., JR.—*Planning the Community School*. New York: American Book Company, 1940. 172 p.

Planning the Community School is a splendid contribution to the adult education movement in this country. Moreover, it goes beyond this movement and makes clear the desirable place of the public school in community life. The book is concerned primarily with the facilities, buildings and grounds, necessary to community education. The aims and purposes which the authors feel are primary in democratic education give the orientation for the practical contributions which are made throughout the book.

In the thinking of the authors, the nature of adult activities which should be furthered in a community school fall into five major categories: (1) socio-civic-economic problems; (2) home life and personal living; (3) recreation and relaxation; (4) vocational adjustment; and (5) the fundamental tools for the participation in our society. It is recognized that these categories are not separate and distinct but rather interrelated.

There is in this book a clear recognition that school buildings and grounds must be designed to meet peculiar needs in each type of community within the financial limits of each community. The definite plans for educational facilities which are proposed are offered as suggestions to be considered in relation to local needs and financial resources. The point is well made that unified educational plants which will serve the educational needs of all age groups are far more

economical than an expensive duplication of facilities.

There would be in the modern community school no formal classrooms with fixed seats. Instead rooms would be decorated in attractive colors with comfortable seats which could be arranged for intimate discussion groups. A browsing room and social lounge near the entrance would increase the attractiveness and informality sought. Shops and laboratories would be arranged for furthering creative tasks to suit individual tastes, rather than for specified courses. General laboratories would replace the traditional physics and chemistry laboratories. General arts and crafts shops would be featured in place of the highly specialized shops now found in formal schools. Outdoor facilities such as an open air theatre, tennis courts, picnic grounds, and athletic fields would be considered of equal rank with classrooms and laboratories. The modern school which would best meet the needs of adult education is the same kind of school which best meets the needs of children and youth.

The community school and auditorium is located and planned to attract people to it. The auditorium lobby should be comfortable and spacious with display space. A parking place for cars should be near-by on the school grounds. Stage shops, scenery storage, and dressing rooms which could be used for both indoor and outdoor production would be located conveniently, as would the arts and crafts laboratories and music rooms which contribute to theatrical productions. The community school auditorium would, of course, be used for many

purposes, community pageants, lectures, forums, discussions, mass meetings. Guiding principles of construction design, lighting, auditorium seats, stage, exits are suggested by the authors.

The authors discuss at considerable length the purposes, methods, construction details, and planning of Workshops for the Arts and Crafts, Home Living Laboratories, The Community School Library, Small Group Discussion and Planning Rooms, Community School Grounds, and other types of educational facilities. Two chapters are largely devoted to examples of community school equipment and programs already in existence which better meet the purposes and needs of public education than the conventional school.

To laymen interested in the practical aspects of a fine type of modern education, to administrators and teachers whose imagination has already led them to begin to think and plan to meet more effectively the needs of youth and adults this book will have a vital appeal. It is practical. It assumes a democratic conception of the learning process and the larger social process in a democratic society. The present reviewer only wishes that the authors had dealt more specifically with the program for children and youth in the community school. But this was not the task which they set for themselves. Their concern was primarily that of planning, in a practical way, for a type of adult education which would be in harmony with, and an integral part of, the best democratic education now found in public schools. In doing this job for adult education they have contributed new insight to many teachers

and administrators who have in the past limited their conception of the educational task too largely to that of the school child. The ways of democracy have to be learned. *Planning the Community School* has materially advanced our thinking with regard to the implementation of democratic purposes in community education.

SAMUEL EVERETT
Northwestern University

SEAY, MAURICE F. AND CLARK, HAROLD F.—*The School Curriculum and Economic Improvement*. Lexington, Kentucky: Bureau of School Service, University of Kentucky, 1940. 121 p. Paper Covers, \$0.50.

This monograph, subtitled "A Progress Report of the First Year of an Experiment in Applied Economics," reports on one of a series of investigations being sponsored by the Alfred P. Sloan Foundation "to see to what extent the providing of economic information will improve the economic conditions" of a community. It is a preliminary account of an elaborate experiment which will attempt to determine the effect upon the diet of certain communities resulting from supplementing the state adopted textbooks used in the elementary schools with "inexpensive instructional materials concerning foods and related topics."

The experimenters hope to vary this one factor, of "new instructional materials with suggestions as to their uses," in a number of one-room elementary schools in a number of mountain counties of Kentucky over a period of years, and by comparing dietary changes in the communities

served by these schools with those in a number of "control" communities to draw conclusions as to the effectiveness of the materials in improving the diet, and through it the "health and physical vitality" of the people. At the same time, "efforts are being made to determine the effect of such (shifting) emphasis upon the accomplishment of the generally accepted aims of elementary education."

The bulletin presents a clear and interesting description of the purpose of the experiment, the procedures involved in setting it up, and some of the data collected in connection with the initial testing of the abilities and accomplishments of the pupils and the dietary practices and health and physical conditions in the communities. It also includes accounts of the development of instructional materials and suggestions for their use. These materials deal specifically with topics related to improved diets in these particular communities. The report is attractively illustrated with pictures from the communities and with samples of fascinating reading matter on such topics as "We Make a Garden," "Let's Learn About Goats," and "John Raises Chickens."

The experiment, itself, shows careful and intelligent planning. It is only with reference to the restricted nature of the approach that this reviewer would raise a question. We know already that the diet of a community can be improved through the schools. We know, too, that very little improvement will result from concomitant learning, that is, incidental to learning facts about what constitutes good diet, how good diet may be obtained, etc. We know that

to effectively meet this need demands a new focusing of the total learning situation; a striving for different goals, the development of new teaching procedures and the use of different kinds of materials. We also know that reading material is but a small element in the total learning situation, and that its efficacy depends upon its retaining certain relations to the other parts and to the whole. Consequently, if the experiment did show that the introduction of new reading matter changed the diet appreciably, we could only conclude that the materials and the methods used to introduce them somehow managed to re-focus the learning situation. But if the purpose is to change the total learning situation, it would seem wise to consciously and directly set about doing this.

Likewise, we know that improved diet is but one of many factors involved in making life better for these people. What we know about the nature of social progress would lead us to believe that the greatest improvement would come if the attack were made on a broader front. What we know about learning would lead us to believe that the greatest returns, both immediate and delayed, would result, not from trying to improve the diet or any other single factor that makes for better living, but from tackling the whole problem of making life better. Information on effective ways to re-focus education on this job is what we need. It is to be hoped that as the experiment progresses the investigators will see their way clear to broadening the bases from which the attack is being made.

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GOLDEN, EMMA BAUER—*The Kindergarten Curriculum*. Chicago, Illinois: Morgan-Dillon and Company. 1940. 316 p.

This book makes an appeal for recognition of the worth of kindergarten education for young children and proposes plans for kindergarten work. It is full of lists and outlines directed particularly to the attention of kindergarten teachers. The first part contains "Guides for the Kindergarten Teacher," the second part "Sources of Materials for Activity Units in the Kindergarten."

That the author is eager to analyze and set forth educational values is apparent from the great amount of space devoted to lists of objectives. Page after page of objectives appears under the headings of "Values of the Kindergarten," "Objectives of the Kindergarten; General and Specific," "Expected Growth of the Kindergarten Child," "Goals to Be Reached by the End of the Kindergarten." Besides these lists specific objectives are enumerated for each of the several units outlined.

This would all be very well were the statements more descriptive of the kind of growth and learning desired for five year old children. Most of us do not analyze carefully enough the actual outcomes of our teaching. But neither does this multiplicity of statements advance us very far in shrewd analysis. Most of the items in the lists begin with such general and obvious statements as "To develop interest in

... To stimulate interest in ... To develop desire to ... To develop appreciation of ... To develop a realization that ..." We are left clamouring for some clearer characterization of the interests, desires, appreciations and realizations appropriate for five year old children.

The outlines for units contain lists of trips to take, topics to discuss, activities to carry out, bibliographies for the teachers and lists of free and inexpensive materials. In connection with some of the units the exact content of discussions is suggested—e.g., teachers' questions and children's answers.

Now teachers are always in need of good content materials and can use any amount of help in collecting them. But it would seem a greater service to show how typical activities carried out in a variety of ways may effect desirable learnings than merely to list possible activities which is such an easy thing to do. The suggested conversations do not quite fill the bill; they are over-simplified like any formula or pattern.

Young teachers, if they are feeling insecure, may find something to lean on in this book. They will certainly like the bibliographies. But they will still need to use their heads to determine how and to what ends the suggested activities should be carried forward.

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New Publications

BOOKS

- ALEXANDER, WILLIAM M.—*State Leadership in Improving Instruction*. Contributions to Education No. 820. New York: Bureau of Publications, Teachers College, Columbia University. 1940. 193 p. \$2.10.
- AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS—*Education for Family Life*. Nineteenth Yearbook. Washington, D. C.: American Association of School Administrators, 1201 Sixteenth Street, N. W. 1941. 368 p. \$2.00.
- AMERICAN COUNCIL ON EDUCATION—*A Functional Program of Teacher Education as Developed at Syracuse University*. Washington, D. C.: American Council on Education. 1941. 259 p. Paper covers. \$1.25.
- BLOS, PETER—*The Adolescent Personality*. New York: D. Appleton-Century Company. 1941. 517 p. \$3.00.
- CRAIG, GERALD S.—*Science for the Elementary-School Teacher*. Boston, Massachusetts: Ginn and Company. 1940. 551 p. \$3.00.
- FOLSOM, JOSEPH K.—*Youth, Family and Education*. Washington, D. C.: American Council on Education. 1941. 299 p. \$1.75.
- GOODYKOONTZ, BESS AND COON, BEULAH I., *Chairmen—Family Living and Our Schools*. New York: D. Appleton-Century Company. 1941. 469 p. \$2.50.
- HOLLINGSHEAD, ARTHUR D.—*Guidance in Democratic Living*. New York: D. Appleton-Century Company. 1941. 260 p. \$1.80.
- MONTGOMERY COUNTY SURVEY BOARD—*Montgomery County Survey*. Report on Local Governmental Services in Dayton and Montgomery County, Ohio. Chicago, Illinois: Public Administration Service, 1313 East 60th Street. 1940. 529 p. \$3.50.
- MUNRO, THOMAS, *Chairman—Art in American Life and Education*. Fortieth Yearbook, National Society for the Study of Education. Bloomington, Illinois: Public School Publishing Company. 1941. 819 p. \$4.00.
- MYERS, GEORGE E.—*Principles and Techniques of Vocational Guidance*. New York: McGraw-Hill Book Company. 1941. 377 p. \$3.00.
- SCHOENCHEN, GUSTAV G.—*The Activity School*. New York: Longmans, Green and Company. 1940. 359 p. \$2.50.

PAMPHLETS

- ASSOCIATION FOR CHILDHOOD EDUCATION—*Equipment and Supplies for Nursery Schools, Kindergartens, and Primary Schools*. Wash-

- ington, D. C.: Association for Childhood Education, 1201 Sixteenth Street, N. W. Revised, 1941. 44 p. Paper covers. 50 cents.
- Combating the Loan Shark*. Durham, North Carolina: School of Law, Duke University. 206 p. Paper covers. \$1.00. This is Volume 8, Number 1, Winter 1941, of *Law and Contemporary Problems*, a quarterly published by the Duke University School of Law.
- CREDIT UNION SECTION, FARM CREDIT ADMINISTRATION—*Let's Hold Better Annual Meetings*. Washington, D. C.: Superintendent of Documents. 1940. 20 p. Paper covers. 10 cents.
- HOLLAND, KENNETH AND BICKEL, GEORGE L.—*Work Camps for High School Youth*. Washington, D. C.: American Council on Education. 1941. 27 p. Paper covers. 25 cents.
- KELLEY, EARL C.—*Student Cooperation*. A Report of Student Government in High Schools. New York: National Self-Government Committee, 80 Broadway. 1941. 20 p. Paper covers. 10 cents each or 25 for \$2.00.
- MORSE, MARY LINCOLN AND CADWALLADER, DOROTHY K.—*Ten- and Fifteen-Cent Books*. Washington, D. C.: Association for Childhood Education, 1201 Sixteenth Street, N. W. Revised, 1941. 18 p. Paper covers. 15 cents.
- MUSHLITZ, M. E. AND SCHREINER, EDLA L.—*List of Materials in Curriculum Laboratory*. Ventura, California: County Superintendent of Schools. 1940. 28 p. Mimeographed. 25 cents.
- NATIONAL RESOURCES PLANNING BOARD—*Housing. The Continuing Problem*. Washington, D. C.: Superintendent of Documents. 1940. 60 p. Paper covers. 10 cents.
- REDFORD, EDWARD H.—*Bibliography of Secondary School Journalism*. Chicago, Illinois: Quill and Scroll Foundation, Northwestern University. 1941. 80 p. Paper covers. 50 cents.
- Science in the Service of the Consumer*. Fifteen Addresses Delivered at the Conference of Consumers Union and the Boston-Cambridge Branch of the American Association of Scientific Workers, Massachusetts State College, Amherst, June 17 and 18, 1940. New York: Consumers Union. 1941. 92 p. Paper covers. \$1.00.
- SOCIETY FOR CURRICULUM STUDY—*Building America*, Volume 6, Number 4: *Rubber*. New York: Americana Corporation, 2 West 45th Street. January, 1941. 28 p. Paper covers. 30 cents.

STEWART, MAXWELL S.—*How Shall We Pay for Defense?* Public Affairs Pamphlets No. 52. Chicago, Illinois: Silver Burdett Company. 1941. 30 p. Paper covers. 10 cents.

STONE, WILLIAM T.—*America Rearms*. Headline Book No. 28. Chicago, Illinois: Silver Burdett Company. 1941. 64 p. Paper covers. 25 cents.

THORNDIKE, ROBERT L.—*Children's Reading Interests*. A Study Based on a Fictitious Annotated Titles Questionnaire. New York: Bureau of Publications, Teachers College, Columbia University. 1941. 48 p. Paper covers. 60 cents.

WITHINGTON, WILFRED — *The Church in Santa Rosa*. New York: Council for Social Action, 289 Fourth Avenue. 1941. 39 p. Paper covers. 15 cents.

CURRICULUM BULLETINS

FLORIDA STATE DEPARTMENT OF EDUCATION PUBLICATIONS. Tallahassee, Florida: State Department of Education. Paper covers. *Tentative Source Materials in Business Education*. Bulletin No. 11. 1940. 180 p. 50 cents.

Florida Cooperating Schools. Bulletin No. 23. 1941. 96 p. 45 cents.

ILLINOIS STATE DEPARTMENT OF EDUCATION PUBLICATIONS. Springfield, Illinois: State Department of Education. 1940. Paper covers. Free.

Physical Education for Junior High Schools. 144 p.

Physical Education for Senior High School Girls. 155 p.

Introduction to the Tentative Curriculum Guides for Rural Schools. Curriculum Bulletin No. 2. 107 p.

Mathematics Area of the Rural School Curriculum Guide. Curriculum Bulletin No. 3. 107 p.

INDIANA STATE DEPARTMENT OF EDUCATION — *Physical Education*. *A Tentative Course of Study for Junior and Senior High Schools*. Bulletin No. 126. Indianapolis, Indiana: State Department of Education. 1940. 179 p. Paper covers. Free.

MARYLAND STATE DEPARTMENT OF EDUCATION — *Reports of Committee on Curriculum Revision*. Baltimore, Maryland: State Department of Education. 1940. Paper covers.

No. 1. *Function and Scope of Public Education in the American Democracy Today*. 63 p.

No. 2. *The Effect of Technological Development Upon Society*. 138 p.

No. 3. *The Family in Present-Day Life*. 45 p.

No. 4. *International Problems and Their Import*. 117 p.

No. 5. *Attitudes Toward Authority*. 70 p.

No. 6. *Relation of Government to Social Welfare*. 37 p.

No. 7. *The Conservation of Natural Resources*. 222 p.

NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION PUBLICATIONS. Raleigh, North Carolina: Department of Public Instruction. *Bulletin on Music Education*. 1940. 32 p. Mimeographed. 15 cents.

Science for the Elementary School. 1941. 115 p. Paper covers. 20 cents.

Physical and Health Education for Elementary and Secondary Schools. 1940. 349 p. Paper covers. 30 cents.

NORTH CAROLINA, UNIVERSITY OF — *Rural Education Workshop*. Consolidated Report of Suggestions for Developing Programs in Rural Schools. Chapel Hill, North Carolina: University of North Carolina. 1940. 255 p. Mimeographed. \$1.00.

SANTA BARBARA CITY SCHOOLS — *How Do Americans Govern Themselves?* A Source Preview for the Ninth Grade Level. Santa Barbara, California: City Schools. 1940. 120 p. Mimeographed. \$1.50.

SHADE, CHLORIS — *Success Vocational Information Series*. Chicago, Illinois: Morgan, Dillon and Company, 5154 North Clark Street. 1940. 24 p. Paper covers.

No. 14. *Salesmanship*.

No. 17. *Life Insurance*.

No. 43. *Physical Education*.

No. 51. *General Farming*.

SCHOOL BOOKS

HEALTH, SAFETY, GROWTH SERIES. Boston, Massachusetts: D. C. Heath and Company. 1941.

Gaining Health, by C. E. Turner, J. M. Melchior, and G. V. Curl. 246 p. 76 cents.

Cleanliness and Health Protection, by C. E. Turner, J. M. Melchior, and G. V. Curl. 244 p. 76 cents.

Working for Community Health, by C. E. Turner, C. E. Burton, and G. V. Curl. 276 p. 84 cents.

Building Healthy Bodies, by C. E. Turner and C. E. Burton. 308 p. 88 cents.

STEVENS, DAVID — *Latin American Songs*. Boston, Massachusetts: C. C. Birchard and Company. 1941. 42 p. Paper covers. 50 cents.

TAYLOR, A. S., GILMARTIN, J. C., AND BOYLAN, W. A. — *Correct Spelling*. With dictionary study. Sixth Year. New York: Noble and Noble. 1941. 104 p. 44 cents.